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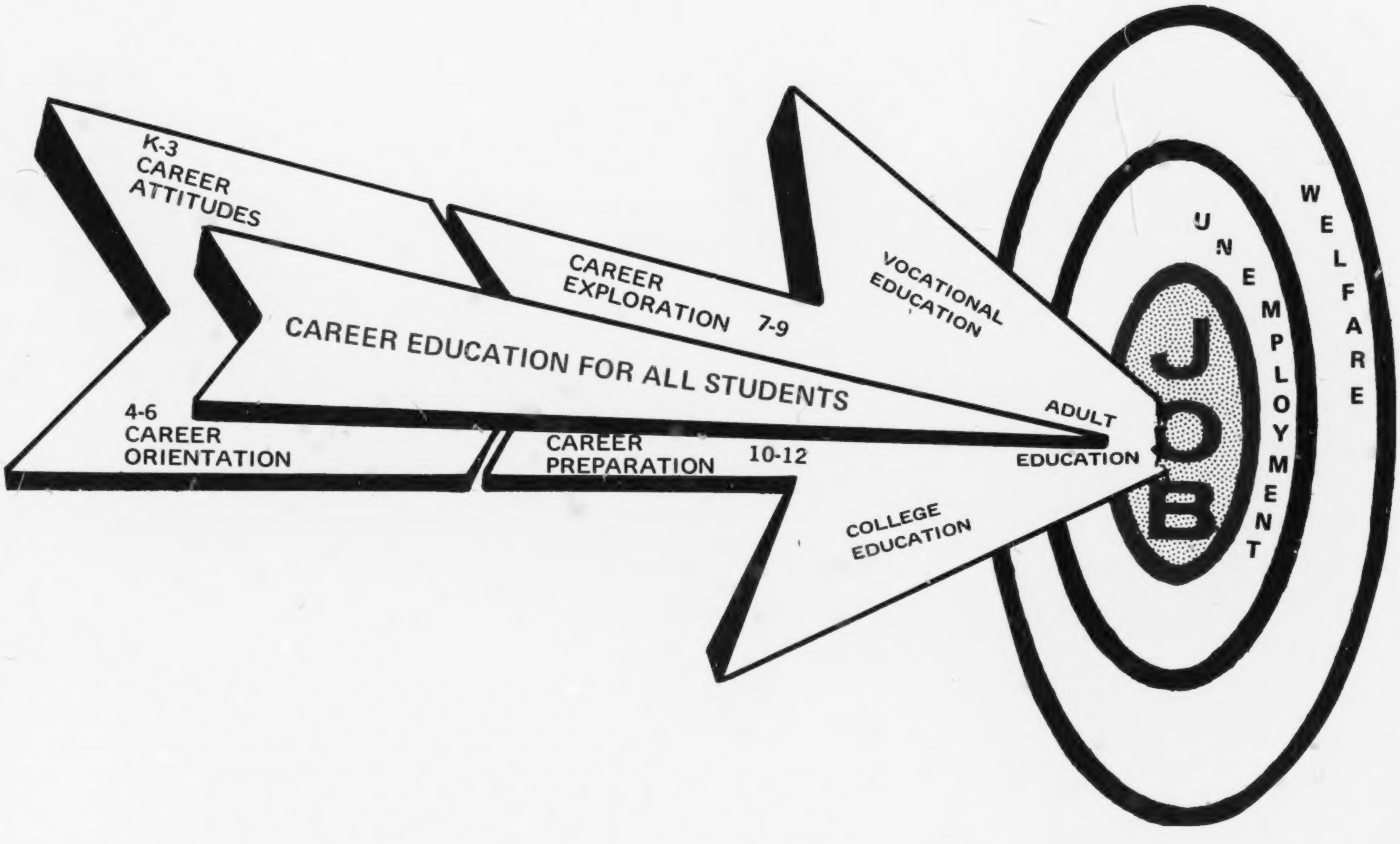
ABSTRACT

Directed toward reforming the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades K-12, this curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations, which were developed by Institute participants, accompany each concept. Models illustrating the scope and sequence of the 16 basic career development concepts through grades K-12, the three components of career development (self, work world, and career planning), and vertical and horizontal expansion of the concepts are included. (AG/SB)

ED 061 429

K-12
CAREER EDUCATION GUIDE


K-3
CAREER
ATTITUDES
CAREER
EXPLORATION 7-9
VOCATIONAL
EDUCATION
CAREER EDUCATION FOR ALL STUDENTS
4-6
CAREER
ORIENTATION
CAREER
PREPARATION 10-12
ADULT
EDUCATION
COLLEGE
EDUCATION
JOB
UNEMPLOYMENT
WELFARE

Lakeshore Technical Institute
District 11
Career Information Center
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Sheboygan, Wisconsin

VT014817

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CAREER EDUCATION GUIDE

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There are numbers for each General Objective and letters for each Behavioral Objective because the workshop participants followed the sequential order of the General Objectives as listed in the Wisconsin Department of Public Instruction Career Development Curriculum Model.

INTRODUCTION

CAREER EDUCATION GUIDE

The first Lakeshore Technical Institute District 11 Career Education Summer Workshop began Monday, July 12, 1971. For this part of our state, it was the beginning of a continuing reformation of American education. There were 47 classroom teachers and 8 counselors that volunteered to be pioneers in this new venture for four weeks. On 2 August, 21 more teachers and 3 more counselors became involved for one week.

This workshop was possible because it was part of an "Articulation" project developed through the foresight of Mr. Fred. Nierode, L.T.I. District Director, Mr. Ed Falck, Assistant Director, and Mr. Jerry Schoneke, Vocational Coordinator, Sheboygan Public Schools. Mr. Dick Roberts of the Wisconsin Department of Public Instruction and Mr. Roland Krogstad of the Wisconsin Board of Vocational and Adult Education provided assistance from the state level.

This workshop was funded by the United State Government, Department of Health, Education and Welfare, Office of Education, under grant #OEG-0-71-1027 (361), supported by other staff members from Lakeshore Technical Institute, District 11, local public and private schools, the Wisconsin Department of Public Instruction and the Wisconsin Board of Vocational and Adult Education.

Leadership for the workshop was provided by Mr. Harry Drier, Jr., Wisconsin Department of Public Instruction, Mr. Jack Puffer (Franklin High School), Mr. Sam Hagerman (Waupun Elementary School), and Mr. Fred Ponschok (Shawano High School).

Inspiration by Dr. Ken Hoyt (University of Maryland), Dr. Phillip Perrone (University of Wisconsin, Madison), and Dr. Joseph Mezzano (Wisconsin State University, Oshkosh), and prominent workshop speakers. Several local businesses and industries provided other speakers for the workshop.

Planning and organizing of the workshop was done by Charles Bingner, Terry Seifert, and Darryl Sheggrud, Lakeshore Technical School "Articulation" project staff members.

Workshop specialists were dedicated, hard working classroom teachers and counselors, an elementary principal, an A-V specialist, encouraged by periodic visits from local administrators.

The workshop specialists accepted the basic 16 career concepts and 205 general objectives from the Wisconsin State Career Curriculum Model. They developed behavioral objectives, classroom activities, lists of resources for the activities, evaluation procedures and suggested curriculum considerations for the concepts provided in the state guide.

This workshop began July 12, and it will not end because the participants and the materials that they developed will be the local cutting edge of the current nationwide reformation of American education.

As a part of the current reformation of education across America, every school system is challenged with the responsibility to provide continuous sequential career education opportunities for all students. Our workshop participants have gained much understanding and enthusiasm for providing their students with a career education.

Our big challenge at the L.T.I. Career Information Center is to provide the schools with materials and equipment so that the teachers and counselors can do the job. Those of us at the Career Information Center, 3811 Memorial Drive, welcome this opportunity to serve the area public and private schools K-14.

During the 1972-73 school year, we hope to involve L.T.I. staff members so that our K-12 model will be expanded to K-14 during the summer of 1972.

EXPLANATION OF CAREER DEVELOPMENT MODELS

A. Career Development Scope and Sequence Model

This chart shows the sequential flow of all sixteen basic career development concepts. The use of the code makes it readily observable at which levels each of the concepts are to be Introduced, Developed or Emphasized.

Concepts I (one) through VII (seven) are to be Introduced at the Primary Level (Grades K-3), Developed at the Intermediate Level (Grades 4-6), and Emphasized at both the Junior and Senior High School Levels (Grades 7-12). Concepts VIII (eight) through XIV (fourteen) are to be Introduced at the Intermediate Level (Grades 4-6), Developed at the Junior High School Level (Grades 7-9), and Emphasized at the Senior High School Level (Grades 10-12). Concepts XV (fifteen) and XVI (sixteen) are to be Introduced at the Junior High School Level (Grades 7-9) and Developed at the Senior High School Level (Grades 10-12).

B. Career Development Model

This symbolic triangle shows how the career development of an individual is based on the interaction of the three basic components of life; SELF, WORK WORLD, and CAREER PLANNING. Each one of these components is influenced by the individual factors listed below the large triangle. CAREER PLANNING is influenced by the factors of Information Giving; Family, Peers, and Community; Education and Training. WORK WORLD is influenced by the factors of Social, Economic, and Political environment; Individual Psychological environment; and Structure and Nature. SELF is influenced by various factors within the individual as well as the various factors outside of the individual.

The interaction of these factors and components compose the essence of the various decision making processes which each individual makes throughout his life time. The result of these decision making processes in each of the component areas of SELF, WORK WORLD, and CAREER PLANNING AND PREPARATION is an EMERGING SELF AND CAREER IDENTITY.

This SELF AND CAREER IDENTITY is a developmental process which continues throughout the life time of an individual. Often it is not until an individual realizes the significance of the short time he has to live on the earth, that he seriously considers all the factors and components that have affected his life to that point, and makes a successful and happy SELF AND CAREER IDENTITY.

C. Verticial and Horizontal Example for Model Expansion

This symbolic cube shows the physical make up of each of the concepts in this curriculum guide. Concept I is listed as an example and each of the topic headings show the expansion of that concept in the curriculum. General Objectives are listed for this concept. Behavioral Objectives are listed for each General Objective. Curriculum Considerations are also listed for each Behavioral Objective and include the subject areas into which the Behavioral Objectives will be integrated. Resources, Activities, and Evaluation are also listed for each Behavioral Objective. The whole cube is one entire Concept for career development at all grade levels from Kindergarten through twelfth grade.

CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

	Elementary School			
	Primary (Gr. K-3)	Intermediate (Gr. 4-6)	Jr. High (Gr. 7-9)	Sr. High (Gr. 10-12)
	Middle Childhood	Late Childhood	Early Adolesence	Adolesence
Concepts I	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
II	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
III	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
IV	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
V	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
VI	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
VII	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
VIII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
IX.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
X.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
XI.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
XII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
XIII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
XIV.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX
XV.			00000000000000000000	:::::::::::::::::::::
XVI.			00000000000000000000	:::::::::::::::::::::

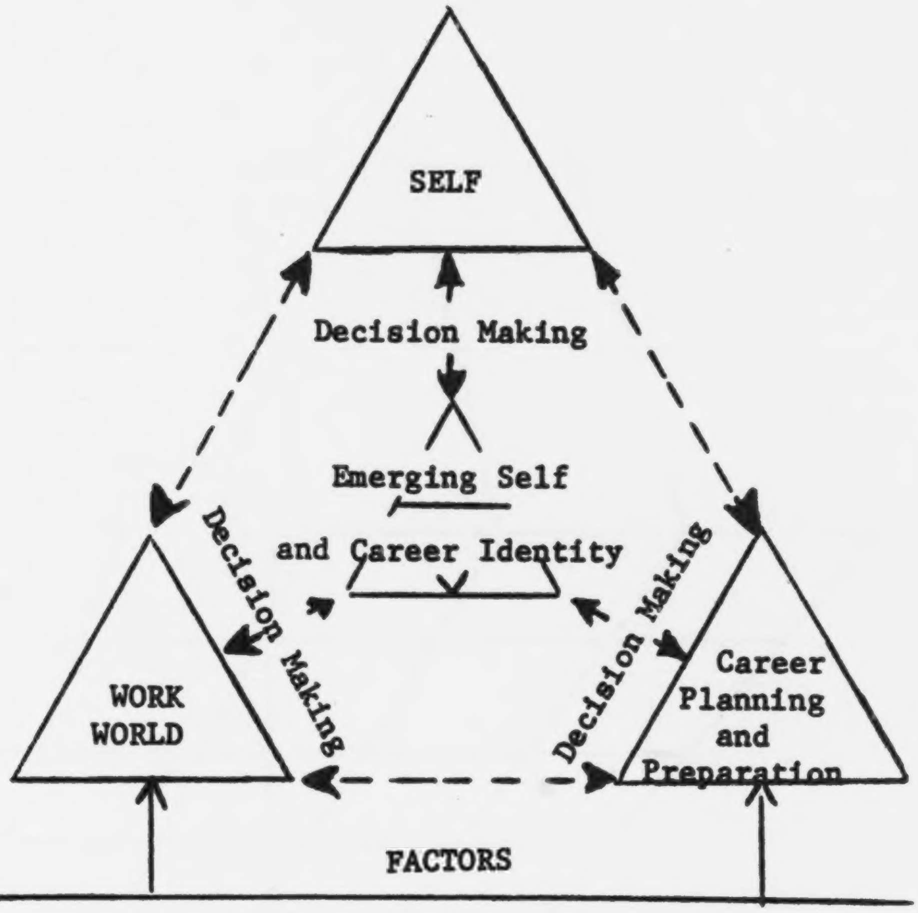
Introduce	00000000000
Develop	::::::::::
Emphasize	XXXXXXXXXXX

CAREER DEVELOPMENT CONCEPTS*

I. An understanding and acceptance of self is important throughout life.
II. Persons need to be recognized as having dignity and worth.
III. Occupations exist for a purpose.
IV. There is a wide variety of occupations which may be classified in several ways.
V. Work means different things to different people.
VI. Education and work are interrelated.
VII. Individuals differ in their interests, abilities, attitudes and values.
VIII. Occupational supply and demand has an impact on career planning.
IX. Job specialization creates interdependency.
X. Environment and individual potential interact to influence career development.
XI. Occupations and life styles are interrelated.
XII. Individuals can learn to perform adequately in a variety of occupations.
XIII. Career development requires a continuous and sequential series of choices.
XIV. Various groups and institutions influence the nature and structure of work.
XV. Individuals are responsible for their career planning.
XVI. Job characteristics and individuals must be flexible in a changing society.

* (Concepts have NO Rank Order)

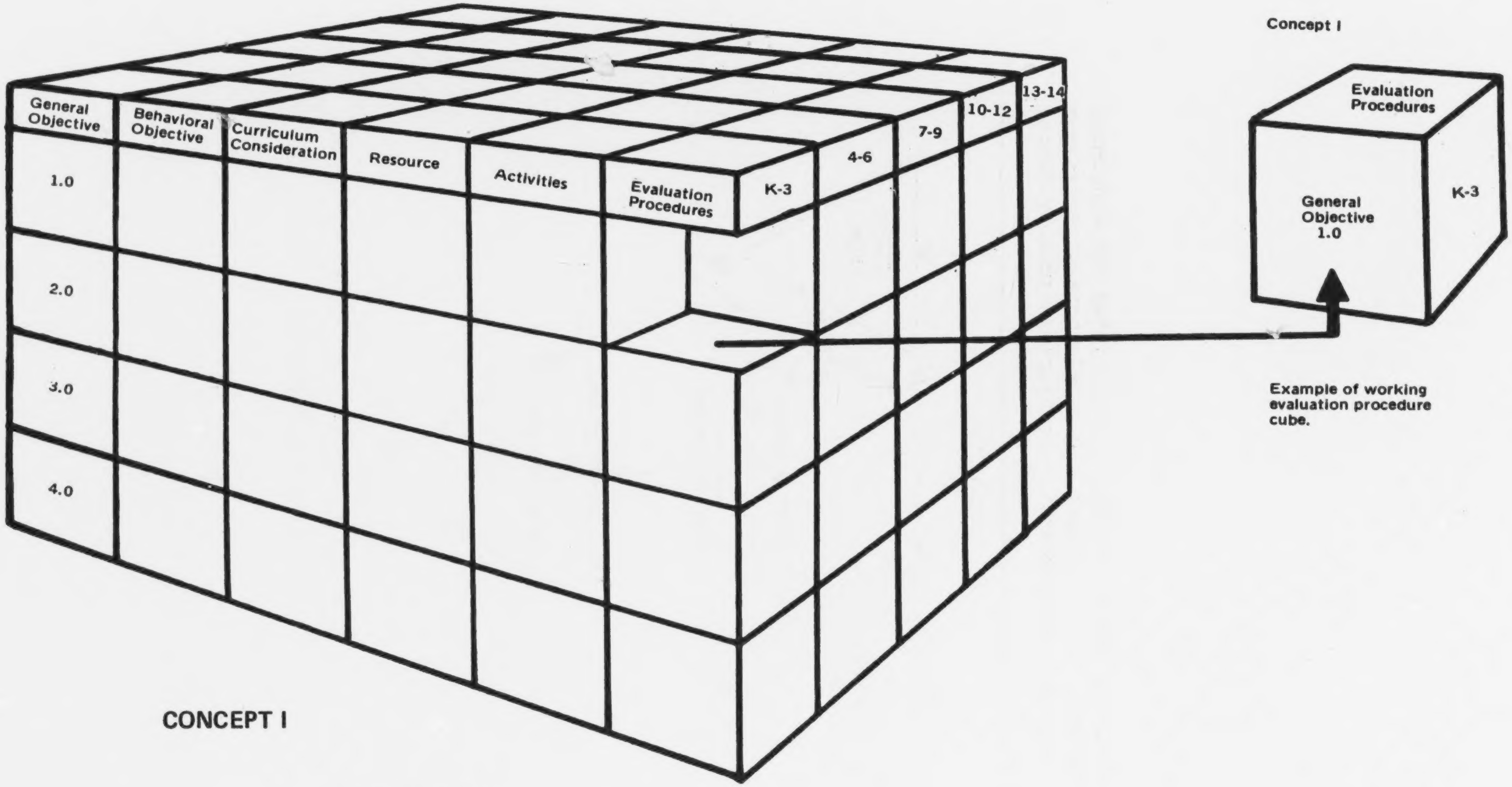
CAREER DEVELOPMENT MODEL


SELF
Decision Making
Emerging Self
and Career Identity
Decision Making
WORK WORLD
Decision Making
Career Planning and Preparation
FACTORS

Social-Economic-Political
Individual Psychological
Structure and Nature

Information Gathering
Family, Peers, Community
Education and Training

VERTICAL AND HORIZONTAL EXAMPLE FOR MODEL EXPANSION

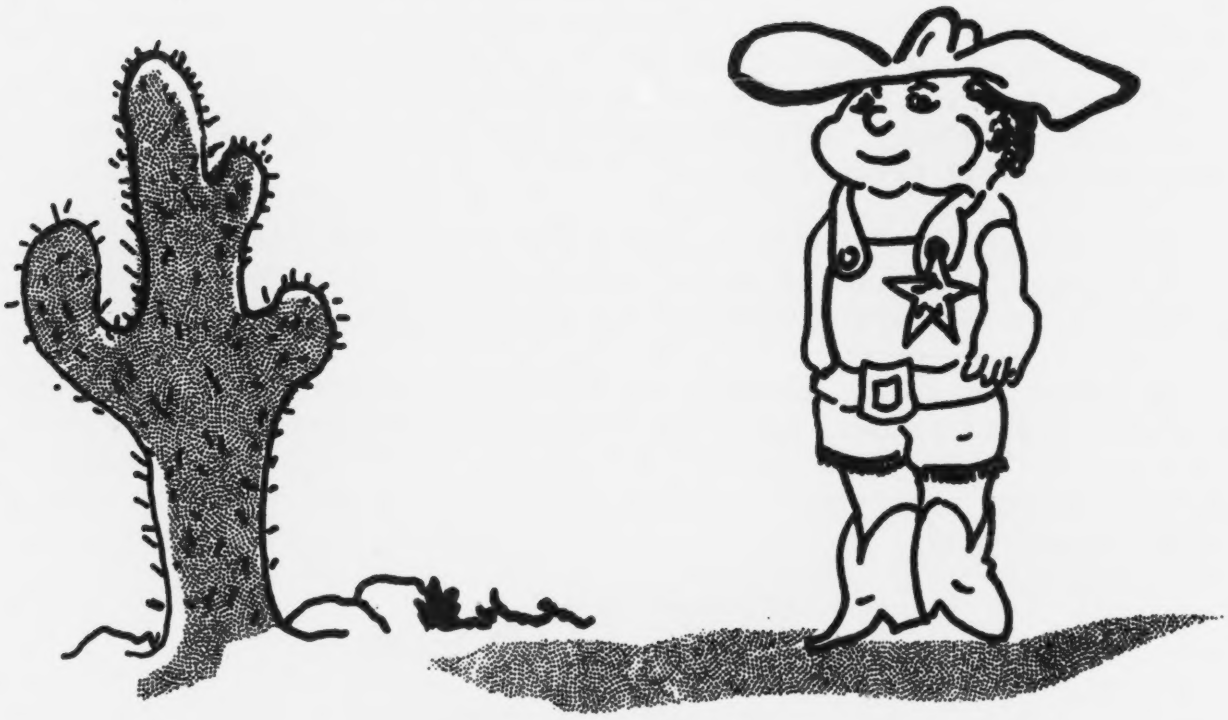

General Objective
Behavioral Objective
Curriculum Consideration
Resource
Activities
Evaluation Procedures
K-3
4-6
7-9
10-12
13-14
1.0
2.0
3.0
4.0
Evaluation Procedures
General Objective 1.0
K-3

Concept I

Example of working evaluation procedure cube.

CONCEPT I

An understanding and acceptance of self is important throughout life.



VOCATIONAL DEVELOPMENT

1. Fantasy state – assumes the role of an adult in fantasy. "Dreaming" is concerned with the ends or results of work.
2. Occupational exploration often becomes a matter of role-taking in play.
3. Concept of self as student, boy or girl, and friend emerges.
4. Sex role behaviors are being developed.
5. Value of "work" is being learned.
6. Independence in the youth community (school, church, and youth organizations) begins to emerge.

Divider pages adapted from Growth and Development Booklet by Wilfred J. Pierick and Howard F. Swonigan, Youth Development Specialists, University Extension, University of Wisconsin. The art work in this publication is by Dale Mann.

RATIONALE FOR PRIMARY GRADES
(K-3)

The results of the Career Development Workshop should be of public concern. When the concepts are properly developed, they will have an impact on career decisions of the future, and therefore, it should be of particular concern to educators. Many teachers are already incorporating some of the concepts of career development into their teaching programs. A guide should be a resource supplement of ideas and materials rather than an extra responsibility. This guide is to be used as a tool; the activities given are merely suggestions. A teacher, when inspired, will find many creative ways to use this guide and include career development in the curriculum.

The K-3 section introduces the first seven concepts. The child should be made aware of the dignity and worth of work, be introduced to the various occupations and helped to become aware of his own potential.

In keeping with the current philosophy of personalizing instruction, the format of the primary guide is intentially designed in a way that can be adapted to any educational structure. Although grade levels have been eliminated, an attempt has been made to list activities in the order of their complexity.

One-Week Participants

Nancy Brunette - Sheboygan
Tom Buhr - Sheboygan
Nancy Erickson - Sheboygan
Eleanor Forell - Sheboygan
June Heise - Sheboygan
Jean Kade - Sheboygan
Shirley Snider - Sheboygan
Barbara Spaulding - Sheboygan
Jane Tyler - Sheboygan
Cynthia Way - Sheboygan

Five-Week Participants

Wilfred Gesch, Sr. - Sheboygan
Sam Hagerman - Waupun
Ronald Halverson - Sheboygan
Kathleen Kelly - Cedar Grove
Dorothy Milroy - Sheboygan
Karen Radatz - Sheboygan
Dorothy Schriver - Sheboygan

SELF

Grades K-3
To be introduced

Concept: I - An understanding and acceptance of self is importnat throughout life.

General Objective: 1 - Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) The child will be able to identify personal attributes that give him an identity.

Curriculum Considerations: Language arts, art, math, music, science.

Resources	Activities	Evaluations
Songs; (Mead Library) "Who Am I?"--Follett "Looby Loo" "Honkey Pokey" "Simon Says" "Dry Bones" Books: (Mead Library) What's Your Favorite Smell, My Dear? by Gibson, Myra What Is Your Favorite Thing to Touch by Gibson, Myra	1. To get acquainted with physical self. a) Choose a partner and trace one another's body. b) Use songs and games to identify parts of the body. c) Read stories, show pictures, and do activities dealing with the senses. d) Describe personal appearance, using mirror.	Give five words to describe self. Have two children work as a team. Give five words to describe each other.
Filmstrips: Getting to Know Me Series "Strike Three! You're In" "A Boat Named George" "Listen! Jimmy!" "People are Like Rainbows" (Society for Visual Education)	2. Keep a personal growth chart, birth date, finger prints, foot prints, height, weight. 3. Draw pictures using live models to depict oneself in various poses.	
Mirror		
Educational T.V.--Channel 10 Program -- "All About Me"	4. View T.V. program--"All About Me."	
Focus on Self Development Kits Units A,B,C,D, (Science Research Associates) (L.T.I. Career Information Center)		
Tape Recorder	5. View filmstrips dealing with personal attributes.	
Old magazine pictures and words.		

Resources	Activities	Evaluation
	6. Record child's voice in group activity and have him identify his own voice.	
	7. Draw self-portrait. Find words in magazines to describe self and paste under picture.	
	8. Draw family portrait, and discuss child's position in family. Label parents and siblings.	

SELF

Grades K-3
To be introduced

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 2 - Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptance of self and his emerging life style.

Behavioral Objective: a) Given an opportunity to discuss various emotions, the child will be able to analyze the behavior resulting from those emotions.

Curriculum Considerations: Language arts, social studies.

Resources

Books:

Feelings by Dunn (Children's Press)

Development Through Drama by Way, Brian

Improvisations by Way, Brian

Little Rabbit Who Wanted Red Wings by Bailey

Jack is Glad and The Things in the Pool by Steiner

The Umbrella by Yashima

Kits:

"Focus on Self Development" Kit, Units C,D,K,L,M,N,O,P (Science Research Associates), (L.T.I. Career Information Center)

DUSO Kit (American Guidance Service, Incorporated), (L.T.I. Career Information Center)

Filmstrips:

"Learning to Live Together" Series, Parts I and II Ages 8-12 (Society for Visual Education), (L.T.I. Career Information Center)

Activities

1. Use books or pictures to develop vocabulary words that describe emotions.
2. Use creative dramatics to show various emotions.
3. Show filmstrips or listen to records that deal with feelings.
4. Show and discuss pictures or photoboards that depict emotional problems of young children.
5. Show filmstrip that deals with learning to get along with others.

Evaluation

Completion of open end statements:

a) Most of the time I feel ______
b) I am happy when ______
c) I am sad when ______
d) I am afraid when ______
e) Sometimes I can tell how you feel by ______
f) Sometimes you can tell how I feel by ______

Resources	Activities	Evaluations
Filmstrips: (cont) "How Do You Rate At Home?" "How Do You Rate At School?" "How Do You Rate With Your Friends?" Making Friends Series (BFA Educational Media)	6. View filmstrips and film and listen to cassettes to learn more words for feelings, learn that feelings, goals, and behavior are dynamically related, and learn to talk more freely about feelings.	
16mm Film: "What to Do About Upset Feelings" (Coronet Films)	7. Read stories dealing with emotions.	

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 3 - Discover that people bring dignity and worth to their job.

Behavioral Objective: a) The pupil will be able to identify the characteristics of dignity. Examples: Pride, satisfaction, honesty, reresponsibility, personal appearance.

Curriculum Considerations: Social studies, health, music, language arts.

Resources	Activities	Evaluations
Books: *The Little Engine That Could* by *Bragg, Mabel* *Little Toot* by Gramatky, Hardie	1. Read a story showing a struggle for worth, such as Little Toot, The Little Engine that Could, Crow Boy, The Little Red Caboose	Teacher observation. List the characterteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance)
Crow Boy by Yashima, Taro *What Did You Say, Dear?* by *Sesyle Joslin*	2. Elicit aid of any member of school family to describe job responsibilities.	Children's discussion of the characteristics of dignity and worth.
16 mm films: "The Lemonade Stand: What's Fair?" (Encyclopedia Brittannica)	3. Play a record and have children march with dignity as in a royal procession.	Dramatize situations calling for manners and courtesy to show that others have dignity and worth.
"Getting Along With Others" "Let's Share With Others" "Kindness to Others" (Coronet)	4. Read stories and view filmstrips dealing with manners and courtesy.	
Filmstrip: "Our School Workers" (McGraw-Hill) Marching Music School Personnel	5. Invite a nurse to discuss good grooming and cleanliness.	
	6. Discussion of personal appearance as it relates to job image (Some People wear uniforms: Girl Scouts, Boy Scouts)	

Resources	Activities	Evaluations
	7. Have half of the class advertise for employees and the other half apply for the jobs.	

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 3 - Discover that people bring dignity and worth to their job.

Behavioral Objective: b) The pupil will be able to explain how people bring dignity and worth to a job.

Curriculum Considerations: Social studies, music, language arts.

Resources

School Personnel

Community worker

Songs:
- "Bling Blang"
- "I've Been Working on the Railroad."
- "Whistle While You Work."
- "Hi, Mr. Electricman"

Books:
- This is Music (K), Silver Burdette
- This is Music Series (Allyn Bacon Company)

16 mm films:
- "The Policeman"
- "The Mailman"

(Encyclopedia Britannica)

- "Helpers Who Come to Our House"
- "Helpers at our School"
- "Helpers in Our Community"

(Coronet)

Filmstrips:
- Community Helper Series

(L.T.I. Career Information Center)

- "Where Our Daddys Work"

(Eye-Gate)

- "School Helpers"
- "They Need Me"

(Educational Reading Service)

Activities

NOTE: Objectives 3 and 4 are closely related. A single activity may provide opportunity to develop both concepts.

1. Ask a member of the school family (nurse, custodian, librarian, telephone personnel) to describe job responsibilities.

3. Invite a community workers to come to school and explain his job. (If he is a parent from your class, this also enhances the child's dignity and worth).

3. Take a field trip to observe people at work. Have class identify ways workers demonstrate dignity and worth.
Suggestion:
Fire Department--Pride in personal appearance.
Pride in appearance of station.
Pride in appearance of equipment.
Satisfaction in service they perform.
Responsibility for self and fellow workers.

Evaluations

The pupil should be familiar enough with words about dignity and worth to be able to describe what would be expected of workers named by teacher. (Oral or written)

List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility personal appearance).

Resources	Activities	Evaluations
	4. Learn songs about work.	
	5. Have students interview members of the school family or members of the community to find out responsibilities of their job.	
	6. View a community worker film or filmstrip and discuss how worker brings dignity and worth to their job.	

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 4 - Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective: a) The child will be able to tell ways in which work provides opportunity to enhance dignity and worth.

Curriculum Considerations: Social studies, language arts, physical education.

Resources

Safety Patrol students

16mm films:
"Our Community Services"
(Encyclopedia Britannica)

"Why Fathers Work"
(Encyclopedia Britannica)

"People Who Work at Night"
(Film Associates)

FIlmstrips:
"True Book Community Helpers"
"Community Helpers"
"Developing Basic Values"
(Society for Visual Education)

"Community Helpers"
(Mc-Graw Hill)

Display portfolio:
"Modern Negro Contributors"
(Society for Visual Education)

Books or magazine articles about famous people.

Books about feelings.

Activiteis

NOTE: This objective ties in very closely with concept V, general objective 21.

1. When assigning room responsibilities which everyone wants to do, take time to discuss why pupils like to do the tasks. Do some tasks make you feel more important than others? How do you feel when you are chosen to take a note to another room or to the office? Do you like to work on the student council? Is it more fun to be the leader of a group? What responsibilities come with the honors?

2. Discuss home jobs. What jobs do you like? Which do you hate? Why? Have children make a picture or write a story telling which job the child likes and which he hates.

3. Discuss why people work. Reasons given might be: To earn a living, to help other people, to make a better life for your family, for recreation.

Evalutiions

Teacher observation.

List ways in which a job can be meaningful, enjoyable, and purposeful.

Resources	Activities	Evaluations
	4. Have safety patrol come in to discuss what things make him feel dignified and which things make him feel less dignified.	

WORK WORLD

Grades K-3
To be introduced

Factors: Social-Economic-Political (11)
Individual Psychological (13)
Structure and Nature (15)

Concept: III - Occupations exist for a purpose.

General Objective: 11, 13, 15 - Begin to recognize that occupations develop from and to fulfill the social needs of society.

Behavioral Objective: a) The child will be able to list occupations that have to meet the needs of a changing society.

Curriculum Considerations: Language arts, social studies.

Resources

Magazine picuures.

Study prints on occupations.
"Urban Life"
"Community Helpers"
(Society for Visual Education)

Peabody Kit II

16mm films:
"Our Community Services"
"Why Fathers Work"
"The Mayor"
"The Community"
"The City"
"The Mailman"
"Working Together"
"The Doctor"
"The Fireman"
(Encyclopedia Britannica)

Books:
Families and Their Needs
Communities and Their Needs
People Use the Earth
(Silver Burdette Series)

Filmstrips:
"Living With Your Family"
(Society for Visual Education)

Transparencies:
"People Who Help Our Community"
(Educational Reading Service)

Activities

1. Ask father or mother to tell what their job is and tell how it helps others. Report to class.
2. Select any basic need and discuss or collect pictures of occupations that have arisen from this need.
3. Have child act out an occupation. Let class guess occupation and the need it meets.
4. View films relating to occupations that meet needs of changing society.
5. Read stories that deal with occupations relating to basic needs.
6. Field trip to observe occupations that have been created to meet needs.

Evaluations

Draw or collect pictures of people doing work. Classify according to basic physical needs--food, shelter, clothing.

Children will be able to describe two jobs under each need category.

WORK WORLD

Grades K-3
To be introduced

Factors: Social-Economical-Political (12)
Individual Psychological (14)
Structure and Nature (16)

Concept: III - Occupations exist for a purpose.

General Objective: 12, 14, 16 - Begin to understand and become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective: a) The pupil will be able to cite how various occupations have helped his family and neighbors to have a better life.

Curriculum Considerations: Social studies, language arts, math, science, music.

Resources	Activities	Evaluations
Small machines: typewriter, iron, osterizer, Etc.	1. Show a piece of small machinery and discuss how it has helped contribute to a better life.	Draw a picture of a worker who has helped your family have a better life.
Song: "Here We Go Round the Mulberry Bush"		Discuss good and poor ways of using leisure time.
City Museum, Wade House at Greenbush	2. Dramatize songs related to work activities. Compare old and new methods of work.	Have different groups create a play to contrast old ways and new ways of production.
Books: *Counting Systems: The Familiar and the Unusual* by Luce, Marnie.		
One-Two-Three and Many by Russell, Solving Paulson.	3. Field trips to places where old and new occupations can be compared.	
The Day the Numbers Disappeared by Simon, Leonard		
Numbers by Waller, Leslie	4. Compare early number systems to present day number systems.	
Travel folders, old catalogs		
16 mm film: "History of Motion Picture" (Mead Public Library) by (Sterling Films)	5. Draw, collect pictures or toys that compare old and new ways of production.	
"Careers in Film Making" (Educational Dimensions Corporation)		
	6. View an old and a new film.	

Resources	Activities	Evaluation
	7. List ways in which child's family spends leisure time.	
	8. Study biographies of inventors. Discuss how inventions have improved living.	
	9. Interview a professional person to learn how his occupation contributes to the advancement of society.	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 23 - Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective: a) Children will be able to develop a list of a aariety of occupations.

Curriculum Considerations: Social Studies, language arts, music.

Resources

Filmstrips:
World of Work series
(Edu-Craft, Incorporated)
(L.T.I. Career Information Center)

What Will I Be Series
(Education Communications Industries)

Robert and His Family Series
(Society for Visual Education)

"Community Workers and Helpers" Groups 1 and 2
(Society for Visual Education)

Old magazine pictures

Trade journals

Books:
I Want to Be series
(Children's Press)

Come Work with Us
(Sextant)
(L.T.I. Career Information Center)

This is Music Series
(Allyn Bacon Company)

Songs:
"What Do You Want To Be When You Grow Up?"
(Educational Reading Service)

Activities

1. Neighborhood walks to observe kinds of work being done. Have children make pictures or mural, or make a chart as a group.

2. Have children keep a record of workers who came to their house.

3. Read books and view filmstrips dealing with occupations.

4. Have pupils cut out or draw illustrations of as many occupations as it is possible to find. Mount these on a large chart with masking tape so that they may be removed for reclassification.

5. To familiarize the child with occupations, play a phonic game. Teacher thinks

Evaluations

Class made chart of occupations.

Have each child tell what his father's or mother's occupation is.

Give a list of five items and have child name occupations involved. Such as shirt, water, chair, bread, shoes, Etc.

Resources	Activities	Evaluations
	of an occupation, tells child beginning sound with riddle-like description, child guesses occupation. (EX. I am thinking of a worker. His name begins with the sound of "f" and he works in the fields.	
	6. For vocabulary development, print cards with names of occupations. Let children match these with pictures on chart.	
	7. Have children make community worker puppets and dramatize.	
	8. Sing songs and play games pertaining to various occupations.	
	9. Have child make a list of the things he has done from the time he got up until he arrives at school. Discuss how their activities depend on various occupations. (EX.-Drinking milk-- Dairy workers Milkman Farmer)	
	10. Physical education activity. Acting out work activities of occupations.	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 24 - Begin to recognize the various ways of classifying occupations.

Behavioral Objective: a) Given a list of occupations the child will classify them according to goods or services produced.

Curriculum Considerations: Social studies.

Resources	Activities	Evaluations
Books: I Want to Be series (Children's Press) (L.T.I. Career Information Center)	1. Discuss parents' occupations. Do they make something? Do they help someone?	Teacher could list occupations and children could classify.
Come to Work With Us series (Sextant) (L.T.I. Career Information Center)	2. Develop the concept of goods and services: A good is a useful thing, and service is useful work.	Use pictures of jobs from chart in previous lesson. Reclassify pictures according to goods or services produced.
16mm films: "Why Fathers Work" (Encyclopedia Britannica) "Working Together" (Encyclopedia Britannica	3. Examine books related to service or production workers.	Each child has a colored card with services on one side and goods on other. Occupation is given and flip card.
"People Who Work at Night" (Film Associates) Filmstrips: "World of Work" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	4. Show 16 mm films, loops, or filmstrips dealing with services, (Mailman, policeman) and production (Foundry workers, assembly line).	
"Our Working World" Social Studies Series (Science Research Associates) "Families and Services Set" "Agriculture and Industry Set" Modern Industry Manufacturing Trucks (McGraw-Hill)	5. Have available a number of hats or pieces of equipment which suggest an occupation. (EX-fireman's or mailman's hat, nurses cap, hammer, toy tractor, Etc.) Child chooses object, names the occupation and classifies it under goods or services	

Resources	Activities	Evaluations
	6. Child draws a name of an occupation from either service or goods box and dramatizes occupation for others to guess.	

SELF

Grades K-3
To be introduced

Concept: V - Work means different things to different people.

General Objective: 5 - Become aware that there are different kinds of work.

Behavioral Objective: a) Given a list of occupations, children will be able to classify them under the three broad headings: jobs dealing with people, ideas, and things.

Curriculum Considerations: Language arts, social studies.

Resources	Activities	Evaluation
Filmstrip series: "What Will I Be?" (Educational Communication Industries) (L.T.I. Career Information Center)	1. View filmstrip to introduce the concept that jobs deal with things, people, and ideas.	Classify work pictures under three headings: jobs dealing with people, ideas, things. Each child pantomime an occupation. Class identifies and lists occupation under proper headings.
"Clothing" "Food" "Shelter" **"Neighborhood Community"** "The City Community" "The Town Community" "Life on the Farm" "Community Services" (Encyclopedia Britannica)	2. Read stories showing different kinds of work. 3. Read or compose poems about occupations.	
"People Who Help Our Community) (Troll Associates)	4. Interview a community worker and report to class.	
"Wonderful World of Work" Series (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	5. Select a community occupation and write a report. When presenting to class, wear clothes that represent that occupations.	
16 mm films: "Workers Who Build Houses" (Baily Film Associates) (L.T.I. Career Information Center)		

Resources	Activities	Evaluation
Books: I Want To Be Series (Children's Press) (L.T.I. Career Information Center) We Are Neighbors Ginn 2^1 "The Five Brothers" Around the Corner Ginn 2^2 "The Seven Little Piffles" Time for Poetry by Arbuthnot	6. Field trips to visit various local occupations. Classify workers according to types of work being done.	

SELF

Grades K-3
To be introduced

Concept: V - Work means different things to different people.

General Objective: 6 - Become aware of the different meanings work may have for individuals.

Behavioral Objective: a) After exploring the changing world of work, the children will be able to list several purposes for which a person may work.

Curriculum Considerations: Social studies, language arts, music, art, physical education, science.

Resources	Activities	Evaluations
Super 8 mm filmloops: "Job Opportunity" Series (Encyclopedia Britannica) (L.T.I. Career Information Center)	1. Have children discuss activities which they do for fun and which adults do to earn a living. (Ex. Playing ball, cleaning, cooking, typing, photography, T.V.)	Show pictures. Have child tell why he thinks the work is being done. Have children give three to five examples of avocations that can also be vocations.
16 mm films: "Why Fathers Work" (Encyclopedia Britannica)		
Filmstrips: "Five Friends at School" (Holt, Rinehart, Winston)	2. Invite someone to show and discuss his hobby.	
"Our Working World" "Families at Work" (Gr. 1) (Science Research Associates)	3. Have a hobby show. Let child demonstrate what work is done to prepare material in relation to his hobby.	
Books: Johnny the Clock-Maker by Ardizzone, Edward New York, Walck. 1960		
Crow Boy by Yashima	4. View filmstrips to show how hobbies may lead to vocation. (Ex. Rock collecting-geology. Tools-carpentry).	
Patty Paints a Picture by Bannon, Laura (Albert Whitman, Chicago) 1948	5. View film to show reasons why fathers work.	

Resources	Activities	Evaluations
	6. Have people who do volunteer work speak to class. (Girl Scout leaders, Peace Corps worker, hospital helpers)	
	7. Have class plan a volunteer activity. (Singing at nursing home, improving environment, shopping for invalids)	
	8. Have children plan a party for another class to show that work can be fun.	
	9. Plan a type of sale (white elephant, peanut, popcorn, Etc.) and use money to buy food for needy family or gift for sick child.	

WORK WORLD

Grades K-3 **Factors: Structure**
To be introduced

Concept: V - Work means different things to different people.

General Objective: 19 - Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective: a) The pupil will be able to recognize that there are many kinds of schools for career training.

Curriculum Considerations: Social studies, language arts.

Resources	Activities	Evaluations
School personnel Books: Ben and Me by Lawson, Robert The Plant Sitter by Zion, Jean (New York, Harper, 1959)	1. Discussion: How did your family prepare you for school? (Ex. Dressing, meals, route to school, Etc.)	Collect occupational pictures and discuss what educational needs are required. Use map of local area to locate all schools at all levels
Local newspapers. Trade journals. School Brochures	2. Read books or stories that bring out the various types of education for work (experience, apprenticeship, technical school, college)	
Slides or pictures of schools. (Chamber of Commerce)	3. Collect advertising materials, (circulars, ads, trade journals) in relation to kinds of schools.	
	4. List types of schools in the area. Make chart of schools from Activity #2.	
	5. Take children on a trip to see as many types of schools as possible. Make arrangements to tour a local college and technical school.	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure

Concept: V - Work means different things to different people.

General Objective: 20 - Begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective: a) The child will be able to match occupations to educational preparation.

Curriculum Considerations: Social Studies, language arts.

Resources	Activities	Evaluations
School personnel Community Personnel Film: "Going to School" (Journal)	NOTE: Concept V, General Objectives 19 and 20 are so closely related. A single activity may be used to develop both concepts.	Using the schools listed on chart in Activity 4, Objective 19, make labels to be worn by each child. Have each child choose occupation and select the schools he would have to attent to fulfill career requirements.
	1. Ask mother and father what they had to learn before they could do their job.	
	2. Interview school personnel in regard to educational preparation for jobs.	
	3. Have community personnel as speakers on educational background.	
	4. View films or filmstrips dealing with occupational requirements.	

WORK WORLD

Grades K-3
To be introduced

Factors: Individual Psychology

Concept: V - Work means different things to different people.

General Objective: 21 - Recognize the various ways of describing meanings of work.

Behavioral Objective: a) The child will be able to show through dramatization that work is the fulfillment of purposeful duties that will lead to extrinsic and/or intrinsic rewards.

Curriculum Considerations: Economics, social studies, language arts.

Resources

Books:
Curious George Gets a Medal
by Rey, Hans Augusto
(Houghton-Mifflin Company)

Come Work With Us
(Sextant)
(L.T.I. Career Information Center)

I Want To Be books
(Children's Press)
(L.T.I. Career Information Center)

This is Music
(Allyn Bacon Company)

Songs:
"I Like To Live on the Farm"

Filmstrip and Cassette:
"Noisy Nancy Norris"
(Guidance Associate, Incorporated)
(.L.T.I. Career Information Center)

Filmstrip:
"Little Citizens" Series
(Society for Visual Education)

Activities

NOTE: This objective ties in very closely related to Concept II, General Objective 4.

1. View film and cassette. Introduce the term "rewards" and discuss tangible and intangible rewards.

2. List kinds of work children have done at home and school and chart kinds of rewards. Examples: a) money; b) personal satisfaction; c) honor, Etc.

3. Invite volunteer workers to speak to class about rewards they have gained. Examples: a) Junior Red Cross; b) Scout leaders; c) parent volunteers; d) Peace Corps worker.

4. Each child chooses an occupation he would like to make a future career of and have him tell why.

5. Read stories about careers.

Evaluations

Dramatization of various kinds of rewards for work done. Examples:
a) Father brings home pay check; b) school project well done, Etc.

WORK WORLD	Grades K-3	Factors: Individual Psychology
To be introduced	

Concept: V - Work means different things to different people.

General Objective: 22 - Recognize that work has a personal meaning to every person.

Behavioral Objective: a) The child will be able to identify different feelings that people have about work.

Curriculum Considerations: Language arts, social studies, creative dramatics.

Resources	Activities	Evaluations
DUSO Kit (American Guidance Service, Incorporated) (L.T.I. Career Information Center) 16 mm film: "Why Fathers Work" (Encyclopedia Britannica)	1. Play an assocaation game. a) Teacher selects jobs and children hold up happy or sad face to express their feelings for that job. b) Child can give one word response to express feelings. c) Child can give a sentence to express feelings.	Construct a large circle. Label each section with a feeling related to work. Select several occupations and list each under as many categories as possible to show that more than one feeling may be related to a job.
	2. Write a story "Work is...."	
	3. Skits depicting feelings associated with work. Examples to be considered: a) All people don't like the same jobs. b) Repetition may cause boredom. c) Working with some people is different. d) Some jobs may be lonely. e) Some jobs may be dangerous. f) Additional experience or training is sometimes necessary. g) Feelings about jobs may change.	

CAREER PLANNING

Grades K-3
To be introduced

Factors: Education and Training

Concept: VI - Education and work are interrelated.

General Objective: 9 - Awareness that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective: a) The pupil will be able to recognize that there are many kinds of schools for career training.

Curriculum Considerations: Social studies and language arts.

Resources	Activities	Evaluations
	NOTE: In the area of K-e Concept 6, General Objective 9 and 10 are so closely related to Concept 5, General Objective 19, that we treated these objectives under Concept 5.	

CAREER PLANNING Grades K-3 Factors: Education and Training
To be introduced

Concept: VI - Education and work are interrelated.

General Objective: 10 - Awareness that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective: a) A child will be able to match occupations to educational preparation.

Curriculum Considerations: Social studies, language arts.

Resources	Activities	Evaluations
	NOTE: In the area of K-3 Concept 6, General Objective 9 and 10 are so closely related to Concept 5, General Objective 20, that we treated these objectives under Concept 5.	

WORK WORLD

Grades K-3
To be introduced

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 17 - Recognized that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective:

Curriculum Considerations:

Resources	Activities	Evaluations
	NOTE: Concept 6, General Objective 17 is too difficult for K-3 level children.	

WORK WORLD Grades K-3 To be introduced Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 18 - Become aware that occupational requirements and competencies influence the content and direction of educational preparation.

Behavioral Objective:

Curriculum Considerations:

Resources	Activities	Evaluations
	NOTE: Concept 6, General Objective 18 is too difficult for K-3 level children.	

SELF

Grades K-3
To be introduced

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 7 - Begin to differentiate oneself from others.

Behavioral Objective: a) The child will be able to tell how he differs physically from a friend.

Curriculum Considerations: Social studies, science, health, language arts.

Resources	Activities	Evaluation
A.A.A.S. Science Kit A (Kindergarten) Aquarium Mirror 16 mm films: "The Toymaker" from Mead Public Library (Contempory Films) "Working Together" (Encyclopedia Britannica) Baby and recent pictures of children. Magazine pictures Filmstrip & cassette: "Outset: People We Know" (Guidance Associates)	1. Examine and compare inatimate objectc as to how they are alike and how different. EX.Pencils, nuts, leaves, blocks, balls, stones, skills. 2. Study fish in an aquarium, comparing likenesses and differences (or dogs, other pets). 3. Pair children, like and unlike, in appearance (sex, height, color). Children observe themselves in mirror and discover how they differ. 4. Comparison of twins (and/or animals) 5. View film "The Toy Maker" or other films.	Child will be able to enumerate three characteristics which show how he differs physically from a friend. From a group picture, child will be able to note physical similarities and differences in the people illustrated.

Resources	Activities	Evaluations
	6. Bulletin board display of baby pictures and recent class pictures. Children try to identify baby pictures by matching physical characteristics.	
	7. Write a description of someone in the room and have children guess identity.	

SELF

Grades K-3
To be introduced

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 8 - Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective: a) The child will be able to distinguish individual differences in interests, abilities, attitudes, values, and aptitudes.

Curriculum Considerations: Physical education, language arts, conservation, science.

Resources	Activities	Evaluations
Student papers from another teacher's class. Library books. People in industry. Snapshots of children. Filmstrips" "Developing Basic Values" (Society for Visual Education) (L.T.I. Career Information Center) "Strike Three! You're In!" (Society for Visual Education)	1. Planned gym activities: Give child freedom to choose one of several gym activities. (EX. apparatus, ropes, balls, scooters, Etc). Follow up free choice gym period with discussion of why certain activities were chosen by individuals. Introduce the terms, interests, abilities, attitudes, values, and aptitudes. 2. At conclusion of gym class, have discussion on value. Concentrate on such behavior as regard for others, safety and feelings, fairness, and sharing. 3. Read books that develop attitudes such as The Pop-Corn Dragon. 4. Display un-named work papers (art, math, spelling, Etc). for another group on overhead projector for evaluation.	Discuss the differences in attitudes, interests, abilities, and values between two characters in a film or a story.

Resources	Activities	Evaluations
	5. On library day, put books chosen on table and discuss variety of interests.	
	6. Invite resource people to show how interests, aptitudes, abilities have led to choice of vocation or avocation.	
	7. Have children make an autobiography scrapbook. Include snapshots of children and questions, such as: What is your favorite food? What is your favorite T.V. program?	
	8. Study of ecology to show how values and attitudes have been misplaced. (Ex. Use of paper products for convenience leads to pollution and destruction.	

ADDITIONAL MATERIAL

K - 3

16mm FILMS

BFA Education Media
"Behind the Scens at the Supermarket"
"The Factory: How A Product is Made"

Coronet Films
"The New House: Where Did it Come From?"
"Stores in Our Community" (Printed Material)

Henk Newenhouse, Incorporated
Community Helpers Series
Set 1 - "Bakery Beat"
"Farm to Door"
"On Guard" (Fireman)
"Sanitation Department"

Set 2 - "Day to Night" (Policeman)
"Rain or Shine" (Postman)
"Truck Farm to Store"
"You and Your Helpers" (Health)

"Everyone Helps in a Community"
"Our Family Works Together"
"What Fathers Do"

FILMSTRIPS

Carlton Films
Community Workers Series - "Fireman at Work"
"Larry Helps the Police"
"Policeman at Work"
"Post Office Workers"
"The Fire House"
"Workers for Health"

Roa's Films
"Game of Might Have Been"
"The Adventures of the Lollipop Dragon" (L106-SAR)

PRINTED MATERIALS

R.H. Stone Products
"Story Community Helpers" (Play figures)

PRINTED MATERIALS (cont)

The Continental Press, Incorporated
"Around the Neighborhood"

VOCATIONAL DEVELOPMENT

1. Occupational considerations and preferences are based on personal abilities and capacities as well as interests.
2. The occupation they expect to enter has less prestige than the one they hope to enter.
3. Selection of junior high courses is a vocational related decision.
4. Self image as "worker" begins to emerge.
5. Desire for part-time employment.
6. Girls tend to consider occupations that will put them into contact with nice people, including potential husbands, while boys tend to consider occupations on the basis of the nature of the work. Most girls plan to enter nursing, teaching or secretarial work, boys want to enter one of the professions.

RATIONALE FOR GRADES 4 - 6

This guide is the result of the pioneering efforts of the Career Development Workshop. The eventual outcome of all the career planning experiences in the guide should be to have the student reach his fullest self-knowledge and thereby make a decision on a career so that he reaches fullest self-realization.

The teachers who developed the guide were concerned with avoiding placement of an activity at grade levels because of the growing need to reach students at their functional level. Statistics on college drop-outs and the need to find a place in the world of work indicate there is a mandate to include career planning early in the student's school experiences. It seems fashionable in some circles to deride those students who intend to pursue vocational training; this attitude about everyone going to college and the lesser importance of vocational training must be changed to attain sound career decision making.

This section of the guide is intended for use in grades 4-6. The concepts I through VII introduced in K-3 are to be developed in grades 4-6. Concepts VIII through XIV are introduced in grades 4-6 so that grades 7-12 can expand and emphasize the Concept. The student's awareness of the Concept and that Career planning is a decision making process throughout life, should be stressed K-12.

The resources and activities included in this guide are only a beginning to the development of resources and activities. The teacher is expected to use imagination and creativity in developing other resources and activities. The activities are thought to be flexible enough to attain student involvement and to give the student self-direction in exploring the world of work. Thus, the guide endeavors to help the student see the relationship between the classroom activities and the world of work.

The key to the successful use of this guide lies with the teacher. The teacher's efforts to anticipate what the world of work will be like and the occupations needed in future years can only be understood and included in the guide as new trends develop in our society. These new trends in occupations and industries can be determined through constant updating of the guide.

One-Week Participants

Sharon Aldag - Sheboygan
Celeste Krueger - Sheboygan
Julie Ley - Sheboygan

Five-Week Participants

Bill Block - Sheboygan
Wilma Bromley - Sheboygan
Roy Lukas - Sheboygan
Byrl Malmanger - Manitowoc
Charles Primasing - Sheboygan
John Rutz - Sheboygan
Arla Schmerling - Sheboygan
Darryl Sheggrud - Sheboygan
Fred Truettner - Sheboygan

SELF

Grades 4-6
to be developed

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 25. - Understand the importance of examining one's strengths and limitations.

Behavioral Objective: a) The student will be able to give several reasons why one should examine one's strengths and limitations.

Curriculum Considerations: Health, language arts, social studies, art, math.

Resources	Activities	Evaluation
Chapters in the health books-- You and Your Health Guidance department personnel: counselor, psychologist	1. Incomplete sentence inventory. (EX. I am at my best when..., I feel uncomfortable when..., I can't understand why..., When I give a report in front of a group...	The student will discuss reasons why one should examine one's strengths and limitations.
Behavioral rating form (from Dept. of Pupil Services, Sheboygan Public schools) Relate to incomplete sentence inventory activity. Today's Education, NEA magazine.	2. "Today's Education," Unfinished stories (Discussion or writing of situational experience)	The student will list reasons why one shoul examine one's strengths and limitations.
Creative Mind (Art text)	3. Write an autobiography.	The student will write an essay on reasons why one should examine one's strengths and limitations.
Filmstrip: "People We Know" Parts 1 & 2 (Guidance Associates) (L.T.I. -- Career Information Center)	4. Ask student to draw an emotion. (Creative Mind -- Lowenstein)	
Tiddly-winks Game	5. Sociogram (Attitude) with the assistance of the guidance counselor.	
Filmstrip: "Developing Basic Values" "Acceptance of Differences" "Considerations of Others" "Recognition of Responsibility" (Sociaty for Visual Education) (L.T.I. Career Information Center)	6. Panel discussion (Make up a character, i.e. John Doe, (List different combinations of strengths and weaknesses; have students discuss the kind of self image this particular person would have.)	

Resources	Activites	Evaluation
"My Most Unforgettable Character," Readers' Digest Articles	7. Tiddly-Winks game. (Certain values per square on right attributes, etc.)	
	8. Students write themes on assessment of themselves in personality characteristics.	

SELF

Grades 4-6
To be developed

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 26 - Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective: a) A student will be able to recognize relationships that exist between his self concept and his emerging life style.

Curriculum Considerations: Health, language arts, social studies, art, math.

Resources	Activities	Evaluation
	NOTE: In the area of 4-6, Concept II, Objective 26, is so closely related to Concept II, Objective 25, that we treated these under Concept II, General Objective 25.	

SELF

Grades 4-6
To be developed

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 27 - Accept that people bring dignity and worth to their job.

Behavioral Objective: a) The student will be able to state how a person brings dignity and worth to his job.

Curriculum Considerations: Social Studies, language arts

Resources	Activities	Evaluations
School personnel YMCA (leisure time) Scouts	1. Invite school maintenance worker, school secretary, or other school personnel to classroom to explain their jobs.	The student will be able to recognize that a worker brings dignity and worth to his job.
Speaker (Activity I) i.e. chartered boat operator, janitor, school nurse, school secretary, food service worker. State division of Natural Resources (Park directors, leisure time activities) Mead Public Library (Leisure time activities)	2. Use recreation and entertainment people to discuss leisure time activities.	In a class discussion, the student chooses a specific job and tells a person can bring dignity and worth to that job.
City Recreation Department 4-H Clubs Filmstrips: "What Do Fathers Do?" "What Do Mothers Do?" "What Else Do Fathers Do?" "It's the Growing Thing" "At Your Service" "Telephone Workers" "Gas and Oil Workers" "Raw Steel to Rolling Wheels"		The student will show evidence in writing how a person brings dignity and worth to his job.

Resources	Activities	Evaluations
Filmstrips: (Continued) (Edu-Craft, Inc.) (L.T.I. Career Information Center) "Developing Basic Values "Recognition of Responsibility" (Society for Visual Education) (L.T.I. Career Information Center)		
John Michael Kohler Arts Center (Art courses, plays, leisure time)		

SELF

Grades 4-6
To be developed

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 28 - Appreciate the manner in which work may provide the opportunity for an individual to enhance his dignity and worth.

Behavioral Objective: a) The student will explain the manner in which work may provide the opportunity for an individual to enhance his dignity and worth.

Curriculum Considerations: Social studies, language arts, health, art

Resources	Activities	Evaluation
John Michael Kohler Arts Center (Art courses, plays, leisure time)	NOTE: In the area of 4-6, Concept II, General Objective 28, is so closely related to Concept II, General Objective 27, that we treated these objectives under Concept II, General Objective 27, with the addition of: 1. Have someone with an unskilled job discuss the importance of his job (i.e. migrant worker, garbage man).	The student will be able to recognize that a job brings dignity and worth to the individual. In a class Discussion, the student will tell how a specific job of his choosing brings dignity and worth to that job holder. (ex--Doctor) The student will show evidence in writing how a job brings dignity and worth to the individual.

WORK WORLD

Grades 4-6
To be introduced

Factors: Social-Economic-Political (50)
Individual Psychological (52)
Structure and Nature (54)

Concept: III - Occupations exist for a purpose.

General Objective: 50, 52, 54 - Understand and recognize that occupations develop from and to fulfill social needs.

Behavioral Objective: a) The student will be able to make a list of occupations that have developed from and for the purpose of fulfilling social needs.

Curriculum Considerations: Social studies, language arts, science, health, art.

Resources

Parents in community.

Field trips: City Hall, Health Dept., Sanitation Dept. Police Station.

Books:
Wonderful World of Communications by Hogben
Call No. 384

Basketful: True Story of Our Foods by Eberle
Call No. 641

Law by Peattie
Call No. 340

First Book of Supermarkets by Benedict Call No. 658

Let's Go to the Police Station by Oostion
Call No. 352

Filmstrips:
Mothers Work Too
"Waitress"
"Dental Assistant"
"Bank Worker"
Office Worker"
"Drugstore Worker"
"Homemaker"
(Educational Reading Service)

Activities

1. Invite parents or people in the community to come into the classroom to tell about their occupation. Question and answer period to follow.

2. Discuss jobs observed in field trip to City Hall and other places.

3. Brainstorming, "Why Do People Work?"

4. Panel game: "What's My Line?"

5. Trace the development of an invention (i.e. sewing machine; field of communication: stage coach, pony express, wireless telegraph). Explain how these inventions created jobs and helped society. Make a mural tracing any of the above inventions.

Evaluations

Given a specific occupation, list the social needs which this occupation fulfills.

Given a social need, list the specific occupations that have developed (or should be developed) to fulfill that need.

Resources	Activities	Evaluations
"Fathers At Work" "Carpenter" "Moving Man" "Shoe Store Worker" "Factory Worker" "Supermarket Worker" "Service Station Worker" (Educational Reading Service) World of Work Series 13 filmstrips job oriented. Volumes A,B,C,D,E. (Edu-Craft, Inc.) (L.T.I. Career Information Center) "Workers For the Public Welfare" (Eye-Gate) Local industries. Parents in community.	6. Trace the development of health needs. 7. Student interview people in an occupation. Analyze what conditions caused the need for this occupation? (EX silversmith, jewelry of Maya Indians). 8. Make a product and sell it. (Could be applied to school needs) i.e. bulletin boards in lockers, bake sale. 9. Trace development of law enforcement agencies. 10. Trace the development of newspapers.	

WORK WORLD

Grades 4-6 Factors: Social-Economic-Political (51)
Individual Psychological (53)
Structure and Nature (55)

Concept: III - Occupations exist for a purpose.

General Objective: 51, 53, 55 - Recognize, understand, and appreciate some of the contributions of occupations to the advancement of society.

Behavioral Objective: a) The student will be able to recognize and list some of the contributions occupations have made to the advancement of society.

Curriculum Considerations: Social studies, language arts, music art.

Resources	Activities	Evaluations
Library research: medical research, agronomy, Etc.	1. Medical research (Salk, diseases), agronomy, air conditioning.	Recognize and show some degree of understanding that occupations exist for a purpose.
Books: How Man Made Music by Buckanan and Lieckenbill		
Boys' Own Book of Great Inventions by Darrow and Highlander	2. Trace development of an invention which has made a contribution to society; car, light bulb, plastic industry, space program (food, teflin dishes)	Given a specific occupation, list the contributions it has made to society.
16mm Films: "My Pop's a Lineman" (Education Films, Library Association, Incorporated)		The student will give an extemporaneous speech on "Occupations exist for a purpose."
"Busses That Service the Community" (Educational Horizons Films)	3. From a list of occupations offered by the class or teacher, have students, in groups of four, answer the question, "How does this occupation you have chosen help society progress?"	
"Development of Transportation" (Encyclopedia Britannica)		
"The Cardboard Cow" (U.S. Department Of Agriculture)	4. Speaker with discussion of commercial art: promotion of product, designs, Etc.	
"Then and Now in the United States Series" (Encyclopedia Britannica)		
"Our Changing World" (San Diego Company, Department of Education)		

Resources	Activities	Evaluations
Filmstrips: World of Work Series Volumes A, B, C, D, E, F. (Edu-Craft, Incorporated) (L.T.I. Career Information Center)		
"Community Workers and Helpers" (Society for Visual Education)		
Biographies of inventors.		
Films on biographies.		
Filmstrips of inventors		
Films on biographies		
Speakers from local industry on "Our Contribution to the Advancement of Society."		
Speaker from art division of industry.		

WORK WORLD Grades 4-6 Factors: Structure and Nature
To be developed

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 56 - Recognize that there is a wide and increasing variety of occupations.

Behavioral Objective: a) The student will be able to demonstrate that he understands there is a wide and increasing variety of occupations.

Curriculum Considerations: Social studies, language arts.

Resources	Activities	Evaluations
Filmstrips: "What Fathers Do" "What Mothers Do" "Why Fathers Work" (Edu-Craft, Incorporated) (L.T.I. Career Information Center) "Mothers Work, Too" "Fathers at Work" Series (Educational Reading Service) Foundations for Occupational Planning "Who Are You?" "What Do You Like to Do" "What is a Job?" "What Are Job Families?" "What Good Is School?" (Society for Visual Education) NEWIST Vocational Guidance T.V Programs Guidance counselor as speaker on job opportunities. Wisconsin State Employment Service Counselors Sheboygan Press and Mead Public Library Newspaper files.	1. Watch NEWIST film on agriculture and discuss changes in farming occupations. 2. Watch NEWIST Vocational guidance T.V. programs and do further research on one of the occupations. 3. Listen to speakers on many job opportunities and trace the development of job changes in a specific job cluster. 4. Watch filmstrips and write a resume' of three jobs. 5. Field trips to Central Administrative offices of Sheboygan Public Schools.	The student will discuss new jobs that have been created. The student will list five or more extinct jobs and five or more new since birth. Give a specific career family (banking, retailing), and list the occupations available within this career family.

Resources	Activities	Evaluations
16mm films: "Exploring Agriculture Occupations" "Exploring Paper Industry Occupations" "Exploring Public Utility Occupations" "Exploring Transportation Occupations" (NEWIST) "Chairmaker and the Boys" (International Film Bureau) "The Truck Farm" (Coronet) "Careers in Recreation" (Film Associates of California) Books: Profiles: Careers in the U.S. Department of Agriculture (L.T.I. Career Information Center) Real Book About Farms by Robert W. Howard (Franklin Watts) What Does a Civil Engineer Do? by Robert Wells (Dodd, Mead, and Company) Who Built the Bridge? by Norman Bate (Charles Schribner's Sons) First Book of Archaeology by Nora B. Kuble (Franklin Watts) Occupational Outlook Handbook by U.S. Deparment of Labor (U.S. Government Printing Office) (L.T.I. Career Information Center)	6. Check newspaper want ads fifteen years ago and compare with today. 7. Role playing of new jobs and jobs that are extinct. 8. Research newly created jobs in local government, recreation, Etc. 9. Make a file in which the student compares jobs of the year he was born and present year. Have student draw conclusions from that comparison.	

WORK WORLD

Grades 4-6
To be developed

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 57 - Understand the various ways of classifying occupations.

Behavioral Objective: a) The student will be able to cite several ways of classifying occupations.

Curriculum Considerations: Social studies, language arts, math.

Resources	Activities	Evaluations
National Council of Teachers of Math Publications. (L.T.I. Career Information Center)	1. Use close procedure for classifying occupations. (Leaving out words in a sentence).	Givenstudent a list of jobs. Have them classified under pertinent groups.
NEWIST Vocational Guidance T.V. programs (Check teacher's guide) (L.T.I. Career Information Center)	2. Read article about an occupation leaving out name of occupation, then ask students to name the occupation you are describing.	Given three occupational groups, the student will list ten or more jobs in each.
Guidance Counselor		
Job Family Series "My Career Guide Book" and "Junior Guidance Series Booklets" (Science Research Associates) (L.T.I. Career Information Center)	3. Discuss jobs available in mathematical area.	
Pamphlet From Wisconsin Employment Service: "Ideas...? People...? Things...?	4. Have speakers from local state employment service.	
Speakers from Wisconsin Employment Service, Box 1605, Madison, WI 53701	5. Using pamphlet "Ideas, People, Things," have student list occupations under each category.	
	6. Make a list or chart of ways to list or classify jobs. EX--Ones that give financial opportunity, ones that give close relationship to environment, ones that lead to independence, ones that give promotional possibility, ones that require manual	

Resources	Activities	Evaluations
	skills, ones that apply to a specific area or climate (southern U.S.), ones that have mobility (salesman).	
	7. Make a collection of application forms from local industries and companies as an introduction to what skills employers are looking for.	

SELF (33)
WORK WORLD (58)

Grades 4-6
To be developed

Factors: Individual Psychological (58)

Concept: V - Work means different things to different people.

General Objective: 33 and 58 - Understand the various ways of descriiing meanings of work.

Behavioral Objective: a) The student will be able to describe the meanings of work in several ways.

Curriculum Considerations: Language arts.

Resources	Activities	Evaluations
Filmstrips: The Wonderful World of Work Series (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	1. List a hobby for one person which may be work for another. (Ex. golf, pro-golfer or camera hobby and professional photographer).	Give examples where a similar job may be work for one person but have a different meaning for others.
Community service employee, i.e. city assessor, water filtrational plant operator, sewage disposal plant operator.	2. Have the students pick an occupation and tell what they think work means in this occupation. i.e. doctor, bricklayer, service station attendant.	Discuss a job which at one time was fun but is now work. i.e. wiping dishes.
Kits: "Widening Occupational Roles Kit" (WORK) (Science Research Associates) (L.T.I. Career Information Center)	3. Have guidance counselor a-lk on "The meanings of work."	Given a specific job the student will list several different meanings which that job could have for several different people.
Guidance counselor	4. Use community employees as speakers (Resource 2)	
	5. Interview three people in the same occupation and have each one give their meaning of work. i.e. caretakers of parks, cemeteries, museums or public buildings.	

Resources	Activities	Evaluations
	6. Use a panel discussion using parents, high school students, older brothers and sisters from various age groups and occupations to discuss "What Work Means."	
	7. Write an essay on "Meanings of Work."	

SELF - (34)   Grades 4-6   Factors: Individual Psychological (59)
WORK WORLD -(59)   To be developed

Concept: V - Work means different things to different people.

General Objective: 34 and 59 - Begin to assess the meanings work may have to individuals and understand that work has a personal meaning to every person.

Behavioral Objective: a) The student will be able to describe the importance of the meanings of work to an individual.

Curriculum Considerations: Language arts, social studies

Resources	Activities	Evaluation
Local speakers i.e. man from State Employment Office, Kohler Co., Etc.	1. Have student list his favorite subjects in preference order and tell why.	Give examples where a similar job may be work for one, but have a different meaning for others.
Field trip to Leverenz Shoe Co., Armour Leather Co., Citizens Bank		Discuss a job which at one time was fun but now is work i.e. wiping dishes.
NEWIST (16 mm) film "What Work Means to People"	2. The teachers will stress the importance of work to them as an individual, i.e. satisfaction, money, recognition, status.	(Writing project) Assign groups to give their likes and dislikes for a job.
	3. Invite different people from different occupations to come in and tell what work means to them. Follow with class discussion.	
	4. In a small group field trip (three or four students), have students speak to employees about meaning of work. (The students will have some predetermined questions ahead of time).	
	5. Have a panel discussion on "What Work Means to You."	

SELF (34) Grades 4-6 Factors: Individual Psychological
WORK WORLD (59) To be developed

Concept: V - Work means different things to different people.

General Objective: 34 and 59 - Begin to assess the meanings work may have to individuals and understand that work has a personal meaning to every person.

Behavioral Objective: a) The student will be able to describe the importance of the meanings of work to an individual.

Curriculum Considerations: Language arts, social studies

Resources	Activities	Evaluations
Other teachers as resource people.	1. Have student list his favorite subjects in preference order and tell why.	Give examples where a similar job may be work for one, but have a different meaning for others.
Local speaker, i.e. man from State Employment Service, Kohler Company, Etc.		
Field trip to Leverenz Shoe Company, Armour Leather Company, Citizens Bank	2. The teachers will stress the importance of work to them as an individual, i.e. satisfaction, money, recognition, status.	Discuss a job which at one time was fun, but now is work, i.e. wiping dishes.
NEWIST 16 mm film: "What Work Means to People."		
	3. Invite different people from different occupations to come in and tell what work means to them. Follow with class discussion.	
	4. In a small group field trip (three or four students), have students speak to employees about meaning of work. (The students will have some predetermined questions ahead of time).	
	5. Have a panel discussion on "What Work Means to You."	
	6. Write a paper on "Need for Work to Society and Individual."	

CAREER PLANNING (37-38)
WORK WORLD (60, 61, 62 and 63)

Grades 4-6
To be developed

Factors: Training and Education (37-38)
Socio-Economical-Political (60-61)
Structure and Nature (62-63)

Concept: VI - Education and work are interrelated.

General Objective: 37-38 - Realize that the occupational competency requirements of different kinds of work influence the kind and degree of one's educational preparation.

60-61 - Understand that occupational requirements and competencies of different kinds of work influence educational preparation.

62-63 - Understand that occupational requirements and competencies of different kinds of work influence the content and direction of educational preparation.

Behavioral Objective: a) The student will be able to discuss ways in which occupation competency requirements influence one's educational preparation.

Curriculum Considerations: Language arts, art.

Resources	Activities	Evaluation
People in community occupations.	1. Activities used for Concept V, Gen. Obj. 34 and 59, may be adapted here as the teacher sees fit.	Have a student give a speech about a job he would like telling about the education he will need to fulfill it.
Library research on various jobs and educational requirements for them.		
Film: "Finding Your Job" (Finney Company)	2. Have student construct a mobile using any job and its requirements as moving parts of the mobile. (Stabiles may also be used.)	Given a specific occupation and its compentency requirements, the student will tell how this will influence his educational preparation.
	3. Interview a person in the community. Have him explain the educational requirements of his job.	Write an essay on "Ways in which occupations competency requirements influence one's educational requirements."
	4. Choose five or more jobs in which the student is interested and show the education required for each.	

SELF

Grades 4-6
To be developed

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 35 - Differentiate himself from others by describing how he resembles and differs from others.

Behavioral Objective: a) The student will be able to differentiate himself from others by describing how he resembles and differs from others.

Curriculum Considerations: Math, art, social studies

Resources	Activities	Evaluations
Filmstrips: "People We Know" (Parts I and II) (Guidance Associates) (L.T.I. Career Information Center)	1. The student may write an autobiography about himself and emphasize how he resembles and differs from others.	Write an essay on "How I Am Like Others My Age and How I am Different from Others My Age."
"Acceptance of Differences." from Developing Basic Series (Society for Visual Education) (L.T.I. Career Information Center)	2. Video-tape pictures of several people comparing physical likenesses and differences.	Choose an adult and prepare a confidential comparison of self and him.
Video-tape equipment (L.T.I. Career Information Center)	3. Take a class poll on favorite T.V. program jobs.	Writing project; The student will differentiate himself from others by describing how he resembles and differs from others in interests, attiuudes, abilities, and values.
Project Book II: Discovering Differences (From Social Science lab unit) (Science Research Associates) (L.T.I. Career Information Center)	4. Have student make a life line of yarn or paper. Along line, write or take pictures from magazines on hhings that interest him. Do in order of preference.	
	5. Have the student construct a stabile on personal interests and self traits. (Art)	

SELF

Grades 4-6
To be developed

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 36 - Understand the various ways of identifying and describing individual differences.

Behavioral Objective: a) The student will be able to explain the various ways of identifying and describing individual differences.

Curriculum Considerations: Health, math, language arts, art

Resources

Books:
Health Book by Laidlaw

Values to Share
(Mead Public Library)

Interest inventory (From guidance counselor or school psychologist)

Filmstrips:
"Developing Basic Values"
(Society for Visual Education)
(L.T.I. Career Information Center)

Pamphlet:
"Discovering Differences"
(From Social Science Lab Unit)
(Science Research Associates)
(L.T.I. Career Information Center)

Current issues of newspapers and magazines.

Activities

1. Construct a class chart showing percentages of different hair and eye colors and heights.

2. Emphasize likenesses and differences in interests and hobbies.

3. Compare results of an interest inventory using incomplete projection format.

4. Written project: Classify clothes worn by students, shoe sizes.

5. Construct a mural showing students' leisure time activities.

6. React to current newspaper-magazine stories (EX-shoplifting) and discuss attitudes.

7. Examine prejudices to understand individual differences.

Evaluations

Write a paragraph describing physical characteristics.

Describe a person in class and guess whom you are describing. Emphasize attitudes, abilities, and values.

Compare two famous people from different walks of life. (Ignore physical characteristics)

WORK WORLD

Grades 4-6
To be introduced

Factors: Social, Economic, Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 209 - Become aware that supply and demand of occupations has an important effect on career planning.

Behavioral Objective: a) The student will be able to recognize and list occupations that are over-supplied and under-supplied at any given time.

Curriculum Considerations: Reading, language arts, social studies, art, math

Resources	Activities	Evaluations
Museum field trip to Wade House. Research: Magazines, newspapers, dealing with occupational supply and demand. Local employment office field trip.	1. Interview parents and grandparents about jobs that existed when they were young, but no longer exist. (EX-Iceman). Follow up could be about jobs that may exist in the future but not now.	List two jobs that are over-supplied and two jobs that are under-supplied. Tell affects of shortages of jobs in a given area.
Labor Department of Statistics. Washington, D.C.	2. Keep a running graph of jobs available from local newspaper.	Make a list of job areas which look like they have a good future or a questionable future.
Film: "Going Places" by Charles Cohill	3. Take field trips to observe supply or over-supply of employment as known in the past and today.	
	4. Discussion of the changing jobs as related to various industries such as automobile, bottling, packaging.	
	5. Individual project: Write a business letter to industries about occupational supply and demand.	

Resources	Activities	Evaluations
	6. Make want-ad posters, newspaper want-ads. Use study of newspaper to incorporate concept if desired.	
	7. Make a scrapbook on supply and demand of occupations.	
	8. Look at older newspapers. Compare jobs then and now.	
	9. View film, "Going Places," and discuss importance of learning for now and the future.	

WORK WORLD

Grades 4-6   Factors: Structure and Nature
To be introduced

Concept: IX - Job specialization creates interdependency.

General Objective: 64 - Recognize that jobs are coordinated in the production of goods and performance of service.

Behavioral Objective: a) By observing an object, the student will be able to discern the materials and processes used to manufacture the components.

Curriculum Considerations: Social studies; math; language arts; reading.

Resources	Activities	Evaluation
Filmstrips: "Getting the Goods to Users" (Volume D)	1. Show filmstrips and discuss the manufacturing process.	Have students describe jobs involved in making a product.
"Raw Steel to Rolling Wheels (Volume E.) (Edu-Craft, Inc. (L.T.I. Career Information Center) "The Rouge" (Ford Motor Co.; Detroit Michigan)	2. Trace steps in the manufacturing of an object through role-playing "What Happened to Me". (Student pretends to be the object personified).	Make mural, collage, or diagram of production of an industry. Pinpoint geographical sources of raw materials on a map. Write an essay on the manufacture of a product.
"Hershey Town" (Hershey, Pennsylvania) Social Studies texts. (Appropriate chapters)	3. Discuss process of making a ceramic bowl or other products.	Role-play an interview between manufacturer and interviewer about interdependency of jobs in the production of goods.
	4. Make something out of wood, sawing, nailing and hammering. Emphasize process.	

Resources	Activities	Evaluation
Social studies texts. (Appropriate chapters) Research project about new pieces of equipment. Use magazines, catalogs.	5. Discuss manufacturing of products in the section of the state or nation being studied.	
	6. Give a spelling lesson using words that describe manufacturing steps. Write for pamphlets about process of products.	
	7. In the study of tone, pitch, point out the different materials in a piano, string instruments.	
	8. Analyze costs of products. Why are costs of finished products different from costs of raw products?	

WORK WORLD

Grades 4-6
To be introduced

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 65 - Become aware that worker cooperation is essential.

Behavioral Objective: a) The student will be able to analyze and identify situations where worker cooperation is needed.

Curriculum Considerations: Social Studies; language arts; math; art; physical education.

Resources	Activities	Evaluation
Filmstrips: "Lemonade Stand" (Encyclopedia Britannica) "Supermarket Workers" Series on community helpers and workers (Society for Visual Ed.) Speakers -- working parents Speakers representing banks and savings and loan associations. Newspsper, sports sheets. Students with jobs in the classroom or school (paperboys, baby-sitters)	1. Construct a supermarket in the classroom and role-play jobs. Follow-up with discussion about cooperation and its necessity. 2. Show or discuss a defective item and tell how damage has affected you. Ex--Stock boy negligence, spoiled cabbage on shelves. 3. Interview parents about what they do on the job. 4. Watch Green Bay Packer football game and discuss team cooperation involved in all sports. 5. Create an advertising project for a company and list management people that would be involved and the kind of cooperation needed.	Find a newspaper article which tells about a breakdown of a corporation and discuss the related affects. Use a role playing situation to see what parents do to become aware that worker cooperation is essential Given an emergency, write an essay about what would happen if people failed to cooperate (power shortage, accident, fire)

Resources	Activities	Evaluation
	6. Invite representatives from savings and loan, banks, school Central Administrative Office, to tell why cooperation in their system is essential. Possible resource people may be John Eddy, Security Bank, Ralph Fritz, Savings & Loan, Bernie Schmidt, Sheboygan Schools Admin. Office.	
	7. Create an industry and discuss the cooperation that would be required.	
	8. Set up two companies involving selling, advertising, distribution and other company processes, to show that if there is a breakdown it would probably be from lack of cooperation.	
	9. Discuss common situations involving breakdown of cooperation between students themselves (girls cliques)	
	10. Put a statement on the blackboard "Worker cooperation is essential in order to get a job done." Discuss.	
	11. Examine a current newspaper or magazine article and find examples where worker cooperation breakdown has affected the student.	

SELF

Grades 4-6
To be introduced

Concept: λ - Environment and individual potential interact to influence career development.

General Objective: 29 - Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective: a) Child will be able to recognize and analyze critical environmental elements that may or could affect a career.

Curriculum Considerations: Language arts, social studies

Resources	Activities	Evaluation
Filmstrip: "How Do You Feel" (Imperial Films, Green Lake, WI 54941) Population distribution map	1. Student discussion of vocations which have been carried on from one generation to another.	List a number of environmental elements that would affect a career choice.
	2. Interview: Have individual conference with student about environmental elements which could affect his choice of vocation.	
	3. Discuss a number of environmental elements that could affect a career choice, i.e. climate, geography, educational institutions, family financial status, economics, family mobility, presence of large industry.	
	4. Study of population distribution map, draw conclusions on the relationships of population density, and the career occupational choice of inhabitants.	

SELF

Grades 4-6
To be introduced

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 30 - Begin to realize that individual and environmental factors affect one's career development.

Behavioral Objective: a) Student will be able to furnish evidence that he understands how personal factors may affect a career.

Curriculum Considerations: Reading, social studies

Resources	Activities	Evaluations
Library research books involving careers. Reading list from Mr. Kinnett (Reading Consultant) (Houghton Mifflin Piper Books) P. 16	1. Read about a career. What type of person is needed for this career? (Class discussion)	Develop lists of environmental factors to discuss how they will affect a career, such as Door County, Resort Area.
Pamphlets from school guidance counselor and L.T.I. career counselor.	2. Make a particular job assessment chart (i.e. doctor) and tell what attributes a doctor needs.	Develop lists of personal factors that influence a career.
KIT: "Widening Occupational Roles" Kit (Work) (L.T.I. Career Information Center)	3. Student could make a self-assessment chart on interest, abilities, personality, and the careers he would like to pursue.	
Booklets: Junior Guidance Series Job Family Series (Science Research Associates) (L.T.I. Career Information Center)	4. Use a student-prepared tape recording of his readings where personal factors affected the person's choice of career.	
Filmstrips: "Career Opportunities I" "Job Finding I" (Popular Science)		

WORK WORLD (39)
CAREER PLANNING (66)

Grades 4-6
To be introduced

Factors: Family, Peers, and community (39)
Individual Psychological (66)

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 39 & 66 - Aware of the many critical environmental elements which may impinge upon career development.

Behavioral Objective: a) Student will be able to furnish evidence that environmental elements may impinge on an individuals career development.

Curriculum Considerations: Language arts, reading.

Resources

Filmstrip:
"Acceptance of Differences"
(Society for Visual Education)
(L.T.I. Career Information Center)

Books: Biographies

Cassette Tapes:
Women of Destiny
"Helen Keller"
"Clara Barton"
"Florence Nightingale"
"Madame Curie"
"Juliette Lou"
"Elizabeth Blackwell"
"Amelia Earhart"
"Betsy Ross"
(Educational Reading Services)

Display Portfolio:
"Modern Negro Contributors"
(Society for Visual Education)

Activities

1. Teacher may read a section of biography, and students, through class discussion, talk about others and their career barriers and how they overcome them.

2. Read sections of biography (marked by teacher) showing where an individual development career was impinged, such as Henry Ford or Wright Brothers.

3. Give a first person report--teacher asks the questions and student takes part of biography character.

Evaluations

Use activity three and have students react.

Relate in their own book report where a character in the story has the behavioral objectives.

WORK WORLD (67)　Grades 4-6　Factors: Family, Peers, community (40)
CAREER PLANNING (40)　To be introduced　Individual Psychological (67)

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 40 & 67 - Become aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective: a) The student will be able to recognize and state changing individual and environmental factors that may influence career development.

Curriculum Considerations: Language arts.

Resources	Activities	Evaluations
Film: "Impact" (Telephone Company)	1. Construct your life line (line of your life to date) giving reasons why you have changed your mind or why you have not changed your mind.	Interview a parent about his life at every five-year interval, starting at 15 years of age, and discuss the results of his environment on his career.
Speaker who has experienced a change in his environmental or individual factors, i.e. being involved in a serious car accident.	2. View "Impact" film and have discussion about the affects that accidents have on the careers of the survivors.	Interview a person and relate in writing how his career was changed by personal or environmental factors.
	3. Have a person whose life has been changed by individual or environmental factors speak to the class.	
	4. Have students write an original skit to show how personal and environmental factors change a person's career.	

SELF (31 & 32) Grades 4-6 Factors: Individual Psychological (68,69)
WORK WORLD (68,69,70,71) To be introduced Social, Economic, and Political (70,71)

Concept: XI - Occupations and life styles are interrelated.

General Objective: 31, 32 68, 69, 70, 71 - Begin to understand and recognize that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.

Behavioral Objective: a) The student will be able to discuss several occupations affecting the life style of an individual (List things provided by given occupation).

Curriculum Considerations: Math, language arts.

Resources	Activities	Evaluations
Films: "Fathers Work, Mothers Work, Too" (Imperial Films)	1. Use older student as a resource person to illustrate how part-time jobs have influenced his life-style (Paper boy, candy striper, janitor's helper)	A student will use an older brother, sister, or friend, and explain how their first job influenced their life-style. This may be an oral or written report.
Filmstrips: "Just What Do Mothers Do?" "What Do Fathers Do?" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	2. Write a short essay, "A Day in the Life of ____________. (Someone you idolize), telling what his career is like.	Given a particular occupation and its projected salary and benefits, the student will show evidence that he understands corresponding life-styles. This may be a written or an oral report.
Dollars and Sense "How Money Goes Round and Round" "Different Kinds of Money" "How Money is Made" "How We Borrow Money" "How Budgets Work" "How Takes Work" (Educational Reading Services)	3. Do a biographical sketch on a person who has influenced a student. Choose one whose life-style has changed. i.e. Bob Long, who now runs Pizza Huts.	
Biographies (Students own choice)	4. Do an original theme, "Life-styles in the Year 2000" or what life-styles will be like when I graduate from high school.	

Resources	Activities	Evaluations
	5. Do a personal financial budget for one life-style. Put an arbitrary amount on the board ($500). Apply to a vocation in a certain job area. Draw conclusions, i.e. recreation, housing costs, food. Another way to approach this activity would be to use arbitrary incomes from lower, middle and upper class society.	

SELF (31 & 32)
WORK WORLD (68, 69, 70, 71)

Grades 4-6
To be introduced

Factors: Individual Psychological (68,69)
Social, Economic, and Political (70,71)

Concept: XI - Occupations and life styles are interrelated.

General Objective: 31, 32 68,69,70,71 - Begin to understand and recognize that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.

Behavioral Objective: b) The student will be able to discuss the possible needs of a given life style and list several occupations which will satisfy these needs.

Curriculum Considerations: Math, language arts.

Resources	Activities	Evaluations
Films: "Fathers Work, Mothers Work, Too" (Imperial Films)	1. Use older student as a resource person to illustrate how part-time jobs have influenced his life style (paper boy, candy striper, janitor's helper)	A student will use an older brother, sister or friend, and explain how their first job influenced their life-style. This may be an oral or written report.
Filmstrips: "Just What Do Mothers Do?" "What Do Fathers Do?" (Edu-Craft, Incorporated) (L.T.I. Career Information Center) Biographies (Students own choice).	2. Write a short essay, "A Day in the Life of ____________" (Someone you idolize), telling what his career is like.	
	3. Do a biographical sketch on a person who has influenced a student. Choose one whose life-style has changed. (i.e. Bob Long, who now runs Pizza Huts).	
	4. Do an original theme, "Life-styles in the Year 2000" or "What Life Styles will be Like When I graduate From High School."	

Resources	Activities	Evaluations
	5. Do a personal financial budget for one life-style. Put an arbitrary amount on the board ($500). Apply to a vocation in a certain job area. Draw conclusions, i.e. recreation, housing costs, food. Another way to approach this activity would be to use arbitrary incomes from lower, middle and upper class society.	

CAREER PLANNING

Grades 4-6
To be introduced

Factors: Training & Education (41 & 42)
Information Gathering (43 & 45)

Concept: XII - Individuals can learn to function effectively in a variety of occupations.

General Objective: 41 & 42 - Awareness that individual potential can be developed for a variety of occupations.
43 & 45 - Awareness that individuals have the potential to develop skills which can be expressed in a variety of occupations.

Behavioral Objective: a) A Student will be able to recognize and list a variety of occupations in which his individual potential can be developed and utilized.

Curriculum Considerations: Language arts, reading, math, science.

Resources

16mm films:
F104 "Big City Workers"
F120 "Little Town, U.S.A."
(9 films in each set)
(Eye Gate)
(L.T.I. Career Information Center)

"Interdependence Simulation Game"
(NEWIST)

Filmstrips:
Career Opportunities I
"New Career Opportunities"
"Your Life of Work"
"Interests Pay Off"
"Career Planning in a Changing World"
"How To Study Occupations."

Career Opportunities II
"Automation"
"Jobs in Mathematics"
"Salaried Worker of Self-Employed?"
"Careers in Science"
(Popular Science)

"Art of Giving"
(Jam Handy, Incorporated)

Activities

1. Have student develop a list of occupations which require the same skills. i.e. working with hands, key-punch, piano playing.
2. Play a matching game with multiple choice list of occupations and related skills.
3. Have a student write a self-inventory in three parts: What I'm Like, what others think I'm Like, what I'd really like to be.
4. Chart occupations and related skills. Show how development begins in grade Schools.

Evaluations

Student will list several occupations into which his individual potential might lead him.

Student will list ways in which he can bring about changes in himself to fulfill a certain job: education, attitudes, personality, work experience.

Resources	Activities	Evaluations
Booklet: "Banking Service" (Sextant Series) (L.T.I. Career Information Center)	5. Create Career Charades Game.	
	6. Create a job interview role playing situation between employer and employee. "This is what I want." (Employer) and "This is What I want." (Employee)	

CAREER PLANNING | Grades 4-6 | Factors: Information Gathering
To be introduced

Concept: XII - Individuals can learn to function effectively in a variety of occupations.

General Objective: 44 - Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective: a) Student shows he is aware that his physical characteristics and his personal preferences make him suitable for some jobs and unsuitable for other jobs.

Curriculum Considerations: Health.

Resources	Activities	Evaluations
Filmstrips: "Who Are You?" (Society for Visual Education) (L.T.I. Career Information Center)	1. Student lists personal weakness which they feel can be improved on. Evaluate after two weeks.	List or explain how one of your parents qualifies physically for their job.
"Job Finding I" "So You Want A Summer Job" "How To Get a Job and Keep It"	2. Pantomine of jobs in music.	Write short theme; completing these sentences: I may qualify physically for this job because: ________________, I may not qualify physically for this job because:_______.
"When You Go to Work" "Where Will You Live and Work" "How to Find a Job for Yourself" (Popular Science)	3. List things and discuss what students like to do related to a variety of jobs. (Jobbies)	List five jobs suitable for your personal preference and five jobs not suitable for your personal preference.
Books: What I Like To Do Series (Science Research Associates)	4. Occupational Research (EX--paper boy)--Use of interviews with older students who have newspaper carriers.	
	5. Panel discussion on assets and limitations, and how to use them on a job.	

CAREER PLANNING

Grades 4-6
To be introduced

Factors: Information Gathering (46)
Training and Education (48)

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: No's 46, 48 - Awareness that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective: a) The student will be able to provide evidence that career development is a life long process which is related to past experience and decisions.

Curriculum Considerations: 4-6

Resources	Activities	Evaluations
Department of Social Services case work and probation officer.	1. Interview retirees or Senior citizens.	Collect newspaper articles showing how an employee got his job. Include his career development, education, Etc.
"Road Not Taken"--Robert Frost and other such poems.	2. Robert Frost's "Road to Taken"--"Idea what I Might Have Been"	Give a book report from a biography of a famous person--Show how his decision and career choices helped him.
Filmstrips: "The Meaning of Work; Your Job Outlook" (Popular Science) "Career Opportunities I" "Your Life of Work" "Career Planning In a Changing World." (Popular Science)	3. Find resource speaker who will illustrate how his career development related to his past experience and decisions.	
	4. Open forum, extemporaneous discussion of criminal acts and how they affect jobs. (EX--shoplifting--what effect would this have on your career;article in newspaper, magazine).	
	5. Case workers speak (working with kids). Telling about their experiences. Probation officer as experience.	

CAREER PLANNING

Grades 4-6
To be introduced

Factors: (47) - Information Gathering
(49) - Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: No's 47, 49 - Awareness that individuals must consider many variables as they move through their developmental phases of setting career goals.

Behavioral Objective: a) In the various phases of career development, a student should be able to a) recognize the training and education choices to be considered and b) discuss the possible outcome of these choices.

Curriculum Considerations: 4-6

Resources	Activities	Evaluations
Widening Occupational Roles Kit (Work) (Science Research Associates) (L.T.I. Career Information Center) Guidance Counselor Students from other grade levels Teachers	1. Have younger students (K, 1st, 2nd, 3rd, Etc.) tell what they want to be--and have the older students visit these rooms and make an inventory of the career sequence compared with themselves. Later, have junior and senior high come in and tell what they want to do.	Choose an occupation and list the training and education choices he needs to consider in planning for this occupation. List the changes and influences that happen in the developmental phases of setting goals.
16 mm Films: "Going Places" (Charles Cohill and Associates, Incorporated) "Keep up With Your Studies" (Coronet)	2. Arrange conference with teacher and guidance counselor in regard to career decisions, or what variables will affect him.	
Filmstrips: "World of Work Series" "It's In Your Hands" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	3. Small group brainstorming on "Variables of Careers." Then compile a master list for whole class.	
	4. Have students make lists of personal skills, abilities, Etc.	

Resources	Activities	Evaluations
	5. Examination of junior and senior high school handbooks for the educational choices they will make as they move through their various levels of career development.	

WORK WORLD

Grades 4-6
To be introduced

Factors: Structure and Nature

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 72 - Begin to understand that conditions created by organized groups and institutions affect the world of work. 1) supply and demand, 2) physical facilities, 3) legislation; Federal, state, local.

Behavioral Objective: a) The student will be able to identify both positive and negative influences of various groups and institutions on the work world, cluding 1) legislation; 2) supply and demand; and 3) physical facilities, as well as the affect of the work world on groups and institutions.

Curriculum Considerations: Social studies (Grade 6)

Resources	Activities	Evaluations
Filmstrip: TF4-4 "Rise of Industrial America" (Eye Gate Company)	1. Paper boy--Examine rules and regulations that govern this: age, sex, Etc. EX-Food server.	Identify job or career where legislation affects employment.
Newspapers and magazines		
16 mm film: "World of Henry Ford" (Ford Motor Company)	2. Looking at school board policies affecting students.	Show evidence in writing how limitation of physical facilities influence the work environment.
	3. Have students write two original compositions: one one how school physical facilities affect the students, as well as one on how home physical facilities affect the student.	Examine a list of food prices from two different seasons. Develop rationale for price difference.
		List positive and negative influences that affect conditions in the Work World.
	4. Study newspapers--Ex. Strawberries, tomatos-take down price for example in January, June, August, September-watch prices change. Watch prices before and after a SALE. (Newspapers, Etc.)	

WORK WORLD

Grades 4-6
To be introduced

Factors: Structure and Nature

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 73 - Begin to understand that conditions in the work world affect groups and institutions.

Behavioral Objective: a) The student will be able to identify both positive and negative conditions in the work world that influence groups and institutions in the work world.

Curriculum Considerations: 4-6

Resources	Activities	Evaluations
Museum materials History books Newspapers and magazines	1. General Objective 73, activities related to General Objective 72 activities. 2. Examine history photographs, slides, movies, and books showing working conditions--past and present. (Ex--Sweatshop family life af migrant workers). 3. Make a bulletin board of newspapers and magazines illustrating work world conditions. 4. Small group discussion on current event topic of interest, using the problem solving approach relating to work stoppages.	The student will list five positive and five negative conditions in the world of work that influence groups and institutions. The student will list five current institutions and five current organized groups that would be influenced by conditions in the world of work. The student will compare three institutions and three groups in past history with similar groups today and list the difference in the influencing conditions.

ADDITIONAL MATERIALS

4 - 6

16mm FILMS

Argus Films
- "Our Family Works Together"

Bailey Film Associates
- "Dance Your Own Way"
- "Gold and Gold Mining"
- "The Harbor"

B.F. Goodrich Company
- "Tommy Looks at Space"

Centrol Corporation
- "Acts of Courtesy"

Coronet Films
- "Are Your A Good Citizen?"
- "Communication in the Modern World"
- "Developing Responsibility"
- "Foods from Grains:
- "Fred Meets a Bank"
- "Learning form Disapointments"
- "Life is a Coal-Mining Town"
- "What is a Neighborhood?"
- "Your Family"

Educational Horizons Films
- "The Community Baker"

Encyclopedia Britannica
- "Building a Highway"
- "Eggs"
- "Making Work Easier"
- "Orange Grower"
- "The Cattleman"
- "The Lighthouse"
- "The Mailman"
- "The Teacher"
- "Your Friend the Sail: Keept it or Lose It"

Film Associates of California
- "A Newspaper Serves Its Community"
- "Eggs to Market"

Frith Films
- "Bill Garman, Twelve-Year Old Businessman"

Girl Scouts, Incorporated
"Adventures at Day Camp"
"Adventuring in the Arts"

McGraw Hill
"The Bully"
"Families and Learning: Everyone's A Teacher"
"I Pledge Allegiance"

Michigan Bell Telephone Company
"Telephone House"

Neubacher Productions
"Technology and You"

Pat Dowling Pictures
"Service Saation"

V.F.W. United World Films
"U.S. Community and It's Citizens"

Wallace Puppet Films
"The Toymaker"

FILMSTRIPS

Bailey Films, Incorporated
"Character Formation"
"The Circus"

Detroit Visual Eduaation Consultants
"Evolution of Harvesting"

Encyclopedia Brittanica
"Brothers and Sisters
"Developing Your Personality"
"Family Fun"
"Geography Series"
"Introduction to Oceonography"

EyeGate
"Patterns of Behavior"
"Some Neighborhood Helpers Series"

Guidance Associates
"Babysitting: The Job--the Kids"

Jam Handy
"First Adventures in Space"

McGraw-Hill - MHYA - Young American Filmstrips
"Science Series"
"Strictly Business"

Popular Science
"Project Apollo and Beyond the Moon"

Society for Visual Education
"Job Opportunities Now"
"Life Issues of Young Teens"

Visual Education Consultants:
"Italy, Japan, Switzerland, France, Ireland, Korea TODAY, Etc."
"Where People Live and Work"

Warren Scholat Productions, Incorporated
"Moral Value Series"

TAPES, SCRIPTS, AND TRANSCRIPTS

Alpark Educational Records
"A Child's Right"

Children's Record Guide
"Working on the Railroad"

Educational Reading Service
"Wheels, Paddles, and Enginges, the Story of Transportation"

Educational Record Sales
"Billy the Lonely Word"
"Building Verbal Power in the Upper Grades"
"Classics of American Poetry"
"Cowboy Ballads"
"Footnotes to Decisions"
"French for Children"
"Guide to Better Speech"
"I Believe"
"Language Usage Skills for Upper Grades"
"Let's Visit Congress"
"Let's Visit the Supreme Court"
"Let's Visit the White House"
"Living with Others--Citizenship"
"Meditations for the Modern Classroom"
"Poems Written by Children"
"The Pre-Adolescent Years"
"Songs of the South"
"Spotlight on People"
"Teaching Children Safety"
"Teaching Children Values"
"This is My Country"
"Understanding and Enjoying Music"

Imperial Productions, Incorporated
"Pilot--Copilot"

Phoebe James Rhythm Records
"Record: Branding Cattle"
"Record: Story of Pineapple"

Radio House--University of Texas
"Learning to Live"
"Magic With Manners"

Society for Visual Education
"Milk"

Young People's Records
"Around the World"
"When I Grow Up"

PRINTED MATERIALS

Abelard Schuman,Limited
"Let's Take A trip to a Fishery" by Sarah Regal Riedman

Abingdon Press
"Protector of the Wilds" by Madge H. Morrill and John Leslie Muir

American Book Company
Music for Young Americans
"Come Along to the Cornfield"
"Find Work, My Daughter"
"If I Were a Sailor"
"The Lumberjack's Song"

American Guidance Service (National Forum Foundaioon)
"Everywhere We Go"
"Seeing Ourselves"
"The People Around Us"

Bobbs-Merrill Company, Incorporated
"Babe Didrikson, Girl Athlete" by Lena and Lynn DeGrummond
"George Westinghouse, Young Inventor," by Montrew Dunham

Bruce Publishing Company
"Search, Discovery Through Guidance"
"Build, Discovery through Guidance"

Charles Scribner's Sons
"Beloved Botanist," by Adrian Stoutenberg and Laura Nelson Baker
"Milk for You," by Warren G. Schboat
"What Do You Want To Be?" by Francoise Sergnobone

Coward McConn, Incorporated
"Abe Lincoln's Birthday," by Wilma P. Hayes
"Plastic Magic: The Material of a Million Uses," by C.B. Colby

Crowell Company
"Lives of Poor Boys Who Became Famous," by S. D. Balton

Day, John Company, Incorporated
"Is My Job for You?" by Dic Gardner
"More Hands for Man: The Story of the Industrial Revolution," by Cornelia Spencer
"The Picture Book of Fisheries"

Doubleday and Company
"Building Your Superhighways"
"Encyclopedia of Careers and Vocational Guidance, Volumes I and II by William E. Hopke

Educational Reading Services
"Leaders, Dreamers, and Heroes"

Educational Record Sales
"Fire Prevention"
"Getting Acquainted with Your Library"
"Machines and Motion"
"Teacher Transparency Workbooks"

Follett Publishing Company
"Big City Water Supply" by Catherine Urell

Garden City Books
"Flight to Glory" by Kenneth S. Davis

Harcourt, Brace and World, Incorporated
"Nickels and Dimes: Story of F.W. Woolworth," by Nina Brown Baker
"Sky Pioneers: The Story of Wilbur and Orville Wright"

Harper and Row, Publishers
"What Does an Astronaut Do?" by Robert Wells

Houghton-Mifflin Company
"Deep Treasure," by Elizabeth Olds

Knopf, Alfred A., Incorporated
"Here's Your Hobby," by Harry Zarchy
"Unusual Careers," by Martha Mesnzer

Lippincott, J. B. Company
"Painted Rock to Printed Page," by Frances Roger

Lyons and Carnahan
"Understanding Your Needs,"by Dana L. Farnsworth

McCormick Mothers
"The Challenge Reader Series"

Mead Dodd and Company
"Behind the Scenes At An Airport," by Dand Coxe Cooke
"How they Carried the Mail," by Joseph W. McSpadden
"Modern American Career Women," by Eleanor Clyner and Lillian Erlich
"The Story of Sports," by Frank Jupo
"What Does a Policeman Do?" by J. Johnston and M. Harris
"Wonders of Rocks and Minerals" by Richar M. Deare

Melmont Publishers, Incorporated
"About Saving Wild Life for Tomorrow," by Russell Solvieg
"Frozen Foods Plant," by Vera Elwell Allee

Morrow, William and Company
"Underground Riches: The Story of Mining," by Walter Buehr
"WonderWorker: The Story of Electricity," by Walter Buehr

Owen, F.A. Publishing Company
"Occupational Charts"
"Picture Charts for Occupations"

Putnam's G. P. Sons

"Treasure: The Story of Money and It's Safeguard," by Walter Buehr

Random House School and Library Service

"Florence Nightingale," by Ruth Fox Nume

Science Research Associates

"How to Study"
"Improving Your Relationships"
"Jobs in Clerical Work"
"Jobs in Mechanical Work"
"Jobs in Professional Home Economics"
"Pupil Record of Educational Progress"
"What Good is Math?" by Willa Norris and Wallace Manhelmer

Silver-Burdette Company

New Music Horizons
  "Down in a Coal Mine"
  "Freight Boats"
  "Men at Work"
  "Peanut Picking Song"
  "Rich Harvest"

Watts, Franklin

"First Book of Architecture," by Lamont Moore
"First Book of Congress," by Harold Coy
"First Book of Public Libraries," by Clarence R. Graham
"First Book of the Supreme Court," by Harold Coy
"Policiticans and What They do," by David Botter

Whittlesey

"Television Works Like This," by Jeanne and Robert Bendick

World Publishing Company

"High Timber: The Story of American Forestry," by Charles Ira Coombs
"Paper," by Jerome S. Meyer

VOCATIONAL DEVELOPMENT

1. Occupational considerations are based on interests even though interest patterns are not well developed.
2. Vocational preferences are singled out on basis of self-concept.
3. Occupational preferences are involved with sex role and symbols.
4. Vocational preferences mirror the adult world – teaching and nursing rank high with girls.
5. Vocational choices are unrealistic.
6. "Work" takes on some personal meaning.

RATIONALE FOR GRADES 7 - 9

Our goal is to attempt to implement the concept of a career-centered curriculum in the grades 7 - 9. In this transitory stage of development and great change youth seem most receptive to occupational exploration and demonstrate a need for reality testing of career preferences.

We have attempted to design flexibility into the system recognizing that implementation of these ideas into educational institutions of diverse philosophies will necessitate varying degrees of adaptability.

In indicating the specific grade level in which activities or behavioral objectives are to be applied, we intended that this indicate a logical progression of material rather than to limit it to a specific time. We dealt with these concepts using varying degrees of emphasis according to age level and sophistication of the student. Concepts XV and XVI were introduced, Concepts VIII through XIV were developed, and Concepts I through VII were emphasized. Again, this is a guide designed to be utilized with utmost flexibility and ease.

Five-Week Participants

Esther Becker	-	Sheboygan
Harold Carlson	-	Manitowoc
Boyd Chittim	-	Cascade
Cindy Cobb	-	Manitowoc
Marvin Cox	-	Sheboygan
Merlyn Duerst	-	Kiel
Karen Johnson	-	Valders
Linda Justin	-	Sheboygan
James Kniola	-	Kiel
Brent Lingle	-	Sheboygan
Pat Malmanger	-	Manitowoc
Larry Olson	-	Reedsville
Ray Pitsch	-	Sheboygan
Mary Roenz	-	Valders

SELF

Grades 7-9
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) The student will be able to define the process of self-analysis and identify the need of such in a diversified society.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Filmstrips: FS/C 23 "Your Personality: The You Others Know" "Preparing for the World of Work" (FS/C 31) "Failure: A Step Towards Growth" (L.T.I. Career Information Center)	1. Filmstrips, "Your Personality: The You Others Know"; "Preparing for the World of Work"; "Failure: A Step Towards Growth."	Write a short paper of self-appraisal. What it is. Make a list of reasons why self-appraisal is periodically necessary.
Teacher Peer Group	2. Identify the traits of self: a) Psychological b) Physical c) Social	
	3. Discuss the case of Bart Starr or a similar athlete who must use self-appraisal and why.	
	4. Discuss with parents or adults times of self-appraisal and decision in their lives.	

SELF

Grades 7-9
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self direction.

Behavioral Objective: The student will be able to explain why responsibility for self direction is needed.

Curriculum Considerations : 8th or 9th

Resources	Activities	Evaluations
Teacher	1. Discuss and define self direction.	From activities and projects. Students apparent direction toward self-direction.
Peer group		
Library		
Films: FS/C 31 "Preparing for the World Of Work." (L.T.I. Career Information Center)	2. List people that students recognize as self-directed. Discuss with them.	
"It's Your Move" "My Life to Live" (Coronet Films)	3. Write a short paper on one day--Make a list of things you did showing self-direction. Explain why you did them.	
"Where do I go from Wherever I Am?" (NEWIST)	4. Film-"Preparing for the World of Work."	
"Vocational Decisions" (Society for Visual Education)		
	5. Film-"It's Your Move: Decisions for Discussion."	
	6. Film-"My Life to Live."	
	7. Film-"Vocational Decisions"	
	8. Film-"Where do I go From Wherever I Am."	

SELF Grades 7-9
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 76 - Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective: a) The student will be able to identify the personal attribites necessary to obtain and maintain a job.

Curriculum Considerations: 8th and 9th

Resources	Activities	Evaluations
Teacher	8th GRADE 1. List the attributes necessary to obtain and maintain a job.	8th GRADE Have the student list the attributes that he has.
Peer group		
Guidance associates--Multi-Media Center		9th GRADE Teacher evaluation of students list of personal qualities of job success.
Career Catalog	2. Give students a list of personal attributes. Relate them to a job and to school.	
Films: "Getting and Keeping Your First Job." "What You Should Know Before You Go To Work." (L.T.I. Career Information Center)	3. Film, "Getting and Keeping Your First Job."	
	9th GRADE 1. Film, "What You Should Know Before You Go to Work."	
	2. Make a list of personal qualities for job success.	

SELF

Grades 7-9
To be emphasized

Concept II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: a) Given an introduction to the concept of "love" as defined by psychologists, the student will integrate the idea of self love into his self concept.

Curriculum Considerations: 7-9 guidance, home economics, health or religion

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Resources	Activities	Evaluation
7th GRADE Books: *Art of Loving* by Erick Fromm *Varieties of Love* by Herbert Kubly *Self and Self Realization* by Sigman Freud Filmstrip: FS/C 23 "Your Personality: The You Others Know." (L.T.I. Career Information Center)	7th GRADE 1. Define "love" as psychologists use it. 2. View filmstrip "Your Personality: The You Others Know."	7th GRADE Teacher evaluation of discussion and/or student's paper.
8th GRADE Filmstrip: FS/C 23 "Your Personality: The You Others Know." (L.T.I. Career Information Center) Booklet: "Discovering Yourself" (Science Research Associates) Junior Guidance Series and/or Guidance Series (Science Research Associates)	8th GRADE 1. Review filmstrip 2. Discussion questions: a) What personality traits attract you? Turn you off? b) Is it possible for a person's personality to be different from his character? Does personality always reveal character? c) What do other people do that makes you feel awkward or self-conscious? Happy or self-confident? d) "Human beings are capable of changing their personality and character." Do you agree this is true? To what extent?	8th GRADE Teacher evaluation of discussion and/or student's paper.
9th GRADE Adult student admires		9th GRADE Teacher evaluation of discussion and/or student's paper.

Resources	Activities	Evaluation
	9th GRADE 1. Write a short paper on the adult you admire most. What are the person's special qualities of personality and character that make you feel this admiration?	

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 78 - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: a) After appropriate background understanding of personality, personal worth, Etc., the student will state that a job is only a niche in society and it is the person who fills the job who brings it to life and personalizes it.

Curriculum Considerations: 7-9 religion, guidance, health, or home asonomics.

Resources	Activities	Evaluations
7th GRADE Local employer	7th GRADE 1. Guest speaker--employer speaks of importance of each employee on the job.	7th GRADE List three ways people bring dignity and worth to their job .
8th GRADE Teacher lead discussion on activity two.	8th GRADE 1. When a tree falls in the forest, unless there is someone there to hear it, does it make noise? Same is true for a job. It is nothing until the person comes in to take the job. Discuss the above.	8th GRADE Teacher evaluates student's discussion.
9th GRADE Student or family's past experience.	9th GRADE 1. Compare a job as done by two different personality types. EX-- Service station attendants Salesman Restaurant Owners Bus Drivers	9th GRADE Teacher evaluates student's discussion.

WORK WORLD Grades 7-9 Factors: Social, Economic, Political
To be emphasized

Concept III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective:a)Given the varying needs of societies, the student will be able to identify how occupations satisfy these needs.

Curriculum Considerations: 7th through 9th. Geography, world history, or social studies, where taken up.

Resources	Activities	Evaluations
Teacher Peer group Magazines Pictures on the three kinds of society	1. Identify the types of society: a) Under-developed b) Communistic c) Capitalistic	Given a list of Societies, the student will be able to list five needs and ten occupations. Make a budget showing your needs.
Films: "Landforms and Human Use" "World History: An Overview." (Coronet Films)	2. List the common needs of these societies.	
	3. List the particular needs of each society.	
	4. Collect pictures pertinent to each society.	
	5. Make a chart of your own community and what occupations fulfill the needs of your community.	
	6. Film: (Societies) "Landforms and Human Use."	

Resources	Activities	Evaluations
	7. Game: a) Teacher give the class a list of emergencies. b) Two teams. c) Each team lists the occupations involved in the emergency. d) Example: A 3-year old boy has swallowed some lye i.) Telephone operator ii.) Doctor iii.) Ambulance driver e) Team with most involved and brief indication of how or why wins.	
	8. Film; "World History: An Overview."	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social, Economic, Political

Concept III - Occupations exist for a purpose.

General Objective: 107 - Develop an understanding of the basic concepts of production, distribution and consumption, as they relate to jobs in the economic structure.

Behavioral Objective: a) Given a product, the student will be able to label the jobs related to the production, distribution, and consumption of that product.

Curriculum Considerations: 7th - 9th. Civics, American History, American Industry, general business, business Engligh.

Resources

Films:
"Distributing America's Goods."
"The Basic Elements of Production."
(Encyclopedia Britannica)

"Meat from Plant to Platter."
(Barfe Production)

Games

Materials, Etc., for making the product.

American Industry teacher

Activities

1. Class review of terms: production, distribution, and consumption.

2. Show film "Distributing America's Goods."

3. Plan and follow the effect a strike would have on the factors: social, economic, political.

4. Business games.

5. Make a product--Junior Achievement.

6. Read and discuss pamphlets from American Industry class.

7. Show and discuss films:
"Meat from Plant to Platter"
"The Basic Elements of Production"

Evaluations

Give each student a product and have him list the jobs related to production, distribution, and consumption of it.

Analyze the production in Junior Achievement.

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social, Economic, Political

Concept III - Occupations exist for a purpose.

General Objective: 108 - Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective: a) Given an occupation, the student will be able to appraise the social-economic-political factors relevant to personal satisfaction in said occupation.

Curriculum Considerations: 7th

Resources	Activities	Evaluations
Teacher Parent or adult Peer group	1. Define and distinguish social, economic, and political needs.	Write a paper on what satisfactions you would want from a job.
Film: CFS 7 "Where Will You Live and Work." (L.T.I. Career Information Center)	2. Have students list activities they enjoy and relate them to job satisfactions.	Have the student select an occupation and list the social, economic, and political needs relevant to the occupation.
	3. Interview parent or adult for identification of job satisfaction.	
	4. Film, "Where Will You Live and Work."	

WORK WORLD

Grades 7-9
To be emphasized

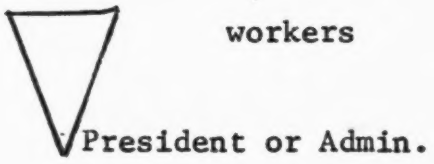
Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 109 - Understand that, in general, people's self concepts can be enhanced in a variety of work roles.

Behavioral Objective: a) Given a clear definition and introduction to self concept, student will comprehend the idea that one's self concept is very clearly defined through the success of one's activities, especially work, and that success is a personal thing.

Curriculum Considerations: 7-9 core or social studies.

Resources	Activities	Evaluations
7th GRADE magazines Teacher lead introduction to meaning of job heirarchy.	7th GRADE 1. Research different exampls and make a bulletin board of inverted job heirarchy showing progression upward of general orders, to specific duties.  workers President or Admin.	7th GRADE Teacher evaluation of individual report or diagram and bulletin board.
8th GRADE Group activities. (i.e. Club Factory (Car) President Board Foreman Worker Salesmen Secretary, Etc. The Peter Principle book	8th GRADE 1. Given a specific group activity to accomplish through role playing, the student would be allowed to choose a particular role that he could succeed at--hence, reinforcing his self concept. After choosing, he would be responsible for assignment about importance of a variety of roles from this experience.	8th GRADE Teacher evaluation of role playing and important of a variety of roles.
9th GRADE Widening Occupational Roles Kit (Science Research Associates) Teacher list from service clubs of volunteers who will serve as resources.		9th GRADE Class evaluation of debates.

Resources	ACtivities	Evaluations
	9th GRADE	
	1. Student, placing himself in a particular role of heirarchy, would elaborate on the results of the elimination of his particular career or role (as in a strike).	
	2. Several debate teams, each comprised of people who have different levels of jobs in a related field, debating importance of their job.	

WORK WORLD Grades 7-9 To be emphasized Factors: Individual Psychological

Concept III - Occupations exist for a purpose.

General Objective: 110 - Understand that one's individual needs change as they progress through life.

Behavioral Objective: a) Thhough examples and discussion, the student will be able to Distinguish how career and life planning are interrelated and that one will often change the other. Plans must be made carefully and flexibly, including family, money needs, Etc.

Curriculum Considerations: 7th - 9th

Resources	Activities	Evaluations
7th GRADE Library Parents Adults	7th GRADE 1. Teacher will provide examples of interrelatedness of career and life planning through student participation and biographical material. (i.e. A man in pre-med who gets married and has to change to a career in biology).	9th GRADE Teacher will evaluate student's ninth grade presentation.
8th GRADE Library Parents Adults	8th GRADE 1. Guest speaker (could be a parent), showing that career and life planning are related and that any change in one affects the other.	
9th GRADE Library Parents Adults	9th GRADE 1. Given the above experiences, the student will relate parallel changes in career and life planning.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 111 - Understand that one's mental and physical health are affected by his career choice.

Behavioral Objective:
a) Given information on job related physical and mental norms and aberrations, the student will recognize that career choice will affect one's health. (7th Grade)
b) Given information and examples from previous behavioral objectives the student will correlate good mental and physical health with career choice. (8th Grade)

Curriculum Considerations: 7-9 Core or social studies.

Resources	Activities	Evaluation
7th GRADE American Medical Association Educators" Guide to Free Films Heart Association	7th GRADE 1. Teacher introduces both mental and physical norms and aberrations. 2. List jobs that affect one mentally and/or physically. (Astronauts, mining, manufacturing, ammunitions).	7th GRADE Teacher evaluates rap session or students' activities.
8th GRADE Guidance Counselor Adults	8th GRADE 1. Dramatization of both extremes of career choice--good and bad.	8th GRADE Student evaluation of dramatization.
9th GRADE Psychiatrist	9th GRADE 1. Psychiatrist or person from mental health clinic.	9th GRADE Short essay on importance of good mental health and career choice.

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 112 - Understand that people at work produce goods and/or services.

Behavioral Objective: a) Given an occupation, the student will be abel to determine if it produces goods or services or both.

Curriculum Considerations: 7th

Resources	Activities	Evaluations
Teacher	1. Re-define goods and services.	From Activity two.
D.O.T.		
Occupational Outlook Handbook	2. Make a chart of occupations with columns for goods, services, both. Sort accordingly.	
Kit: Widening Occupational Roles Kit (Science Research Associates)		
Film: "The Basic Elements Of Production" (Encyclopedia Britannica)	3. Have the student list ten services used in his community.	
Booklet: "Quest--Discover Through Guidance." (Bruce Publishing Company)	4. Class discussion on what five services would you like your community to discontinue.	
	5. Film, "The Basic Elements of Production."	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 113 - Understand that occupations are people/idea/thing oriented.

Behavioral Objective: a) Given an occupation, the student will be able to relate the occupation to the area of people, idea or things.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
8th GRADE Kits: Sextant Kit (Sextant) Occupational Exploration Kit (Science Research Associates)	8th GRADE 1. List occupations and to classify them in the three areas.	Evaluation determined by involvement in activity.
Filmstrip: "Choosing Your Career" (Guidance Associates)	2. Interview adult to determine what area his occupation fits into.	
Cassettes: TC 1 "Vocational Interview Cassettes" (L.T.I. Career Information Center)	3. Use the Sextant Kit and the S.R.A. Kit to familiarize student with job classification. (Occupational Exploration Kit)	
9th GRADE Kits: Sextant Kit (Sextant)	4. Give the student thirty occupations (10 from each area) and let him select ones that interest him. Indicate which area he leans toward.	
Occupational Exploration Kit (Science Research Associates)		
Filmstrip: "Choosing Your Career" (Guidance Associates)	9th GRADE 1. View filmstrip "Choosing Your Career."	
Cassettes: TC 1 "Vocational Interview Cassettes" (L.T.I. Career Information Center)		

Resources	Activities	Evaluations
	2. Study three different jobs, one from each area, and discuss their differences.	
	3. Use vocational interview cassettes and have students write pros and cons about occupations they are interested in.	

WORK WORLD　　Grades 7-9　　Factors: Structure and Nature
To be emphasized

Concept IV - There is a wide variety of occupations wiich may be classified in several ways.

General Objective: 114 - Understand that within each job family, there are a wide range of occupations.

Behavioral Objective: a) Given six job families, the student will be able to classify occupations into those families.

Curriculum Considerations: 7th Grade

Resources	Activities	Evaluations
Kit: Widening Occupational Roles Kit (Science Research Associates)	1. Widening Occupational Roles Kit.	Have student select a job family and indicate what jobs he might like in that family.
Occupational Outlook Handbook Teacher	2. Discuss the six job families and the divisions under: a) Professional b) Skilled c) Semi-skilled d) Unskilled	
Filmstrips: CFS 2 Foundations for Occupational Planning (Series of 5 captioned falmstrips) "Who Are You?" "What Do You Like to Do?" "What Is a Job?" "What Are Job Families?" "What Good is School?" (L.T.I. Career Information Center)	3. Examine Occupational Outlook Handbook.	
Junior Sextant Series (Sextant)	4. Film: "Foundations for Occupational Planning" Series of 5 captioned filmstrips.	

SELF

Grades 7-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 83 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: Given an awareness of the principles of self-fulfillment and social needs, the student will identify possibilities of satisfying these through work activities.

Curriculum Considerations: 7-9 grade social studies, core.

Resources	Activities	Evaluations
7th GRADE Film: FS/C 29 "Jobs for High School Students" Part 1 (L.T.I. Career Information Center)	7th GRADE 1. Introduce and discuss the principles of self-fulfillment and social needs.	7th GRADE Teacher evaluation of the student's understanding of principles.
8th GRADE Film: FS/C 33 "If You're Not Going To College" Part 1 (L.T.I. Career Information Center)	8th GRADE 1. List reasons for student having jobs, and the needs these fulfill.	8th GRADE Teacher evaluation of student reasons.
9th GRADE Film: FS/C 31 "Preparing for the World of Work" (L.T.I. Career Information Center) "Understanding Self" (Popular Science)	9th GRADE 1. Student will relate future occupational choices and the self-filfillment and social needs they accomplish.	9th GRADE Teacher evaluation of student's ability to relate these principles to their occupational preference.

SELF

Grades 7-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 84 - Develop the awareness that work experiences are valuable.

Behavioral Objective: a) Given an insight and an opportunity to investigate the benefits of cooperative work-study programs, the student will comprehend that these work experience programs can have important exploratory values.
b) Given an awareness that value is a relative and multi-faceted concept and transferring this awareness to every-day life situations, the student will identify a variety of values provided by work experiences.

Curriculum Considerations: 7-9 social studies.

Resources	Activities	Evaluations
7th GRADE Film: FS/C 29 "Jobs for High School Students" Part 1 (L.T.I. Career Information Center)	7th GRADE 1. Discuss what "Value" means and how this applies to the student. 2. Students will role play to show how work experiences can be occupational reality testing.	7th GRADE Teacher evaluates student's role playing and how effective student's presentation was.
8th GRADE High School workstudy director Work Experience Kit (Science Research Associates) Resource person from Brillion Work-Study program.	8th GRADE 1. Guest speaker on work-study program. 2. Students use WEK from Science Research Associates.	8th GRADE Student evaluation of work-study program.
9th GRADE High School workstudy director Work Experience Kit (Science Research Associates) Resource person from Brillion Work-Study program.	9th GRADE 1. Guest speaker on work-study program.	9th GRADE Teacher evaluates student's list.

Resources	Activities	Evaluations
	2. Review and research high school cooperative work programs and how they provide valuable work experience. (Student will list these experiences and explain).	

WORK WORLD Grades 7-9 Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 115 - Understand that a person's life style will be affected by his career choice.
116 - Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

Behavioral Objective: a) Given a background and understanding of the quantity versus quality ideas in terms of life, the student will integrate into their career orientated planning the idea that life style and career choice affect one another.

Curriculum Considerations: 7-9 Guidance counselor, home economics.

Resources	Activities	Evaluations
7th GRADE	7th GRADE	7th GRADE
Advertising Library Psychiatrist from area	1. Bring in samples of advertising and discuss how advertising molds people's lives and thinking.	Teacher will evaluate student's list. 8th GRADE Teacher will evaluate student's list.
8th GRADE Library Psychiatrist from area	2. The student will list the life style he desires in his future.	After all activities, each student will write a short essay on "What quality versus quantity means to you."
9th GRADE Psychiatric Social worker Social worker	8th GRADE 1. The student will list the life style he desires in his future.	9th GRADE Teacher will evaluate student's list.
	2. Introduce idea of quality versus quantity concept. Illustrations: Albert Schweizer Jonas Salk Tom Dooley Ray May Bart Starr (Rawhide)	

Resources	Activities	Evaluation
	9th GRADE 1. The student will list the life style he desires in his future.	
	2. Invite a psychologist to discuss quality versus quantity concept.	

CAREER PLANNING
Grades 7-9
To be emphasized
Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 87 - Understanding of the necessity for obtaining employability skills.

Behavioral Objective: a) The student will be able to infer that various skills are needed for employability.

Curriculum Considerations: 8th

Resources	Activities	Evaluations
Teacher	1. Define the term employability skill.	Write a paragraph on "What Skills Would Make You More Employable?"
Civil Service representative; postal service representative.		
Films: CFS/8 "Job Finding" set (L.T.I. Career Information Center)	2. Ask Civil Service representative to visit class and explain levels of employment.	
CFS/8 - "Skills That Pay Off" (L.T.I. Career Information Center)	3. List the different kinds of skill necessary for various levels of occupations.	
	4. Film "Skills That Pay Off."	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 88 - Understand success and upward mobility in many occupations requires continuous learning.

Behavioral Objective: a) The student will be able to discern that to achieve advancement in occupation, additional learning may be necessary.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Occupational Handbook	1. Examine a profession and see what requirements are needed to increase achievement.	From the activities discern learning advancement.
Teacher		
Peer group		
Resource people	2. Discuss auto mechanics trade, or beautician, and what additional training might be required and show film.	
Film: "Auto Mechanics Technicians" (Ford Motor Company)		
Kit: "Widening Occupational Roles" (Science Research Associates)	3. Discuss the various ways of learning: Education, films, workshops, self-reading to improve in an occupation.	
	4. Discuss various kinds of success from increased learning.	
	5. Film, "Auto Mechanics and Technicians."	

CAREER PLANNING

Grades 7-9
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 89 - Realize the value of general education as a necessary foundation for future specialized training.

Behavioral Objective: a) The student will discover that general education leads to future specialized training.

Curriculum Considerations: Eighth

Resources	Activities	Evaluation
Filmstrips and cassettes: "High School Selection and Your Career" (Guidance Associates)	1. List general courses that are prerequisits for high school courses.	Write a paper on what personal and learned qualities are needed for success.
"Your First Year in High School." (Guidance Associates)	2. Discussion of what general personal qualities learned in general education are necessary.	
"Your Personality: The You Others Know." FS/C 23 (L.T.I. Career Information Center)		
Kohler Company Personnel Director	3. Discuss what basic fundamentals learned in general education are prerequisits for specialized training.	
T.V. monitor filmstrip console projector (Guidance Associates)		
	4. "High School Course Seleciton and Your Career." (2 filmstrips and cassettes)	
	5. Filmstrip, "Your Personality: The You Others Know." (2 filmstrips and cassettes)	

Resources	Activities	Evaluations
	6. Film, "Your First Year in High School" (2 filmstrips and cassettes)	
	7. Kohler Company personnel manager to speak.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept VI - Education and work are interrelated.

General Objective: 117 - Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective: a) The student will be abee to identify the training and educational background required to enter a given occupation.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Occupational Handbook Kit: "Occupational Exploration Kit" (Science Research Associates)	1. Using the Occupational Handbook, identify the training and education required in various occupations.	Give students a list of occupations--choose one and research training and education required.
Career Education Directory	2. S.R.A. Kit of careers.	
"Wisconsin Deck of Career Information" (L.T.I. Career Information Center)	3. Examine Career Education Directory (V.T.A.E. Board)	
	4. Microfilm "Wisconsin Deck of Career Information."	
	5. Use newspaper want ads.	

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be emphasized

Concept VI - Education and work are interrelated .

General Objective: 118 - Understand that an increasing number of occupations require additional training and/or education, for initial entry and/or promotion.

Behavioral Objective: a) The student will be able to compare occupational requirements and how they have changed in the last ten years.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Occupational Outlook Handbook	1. Compare occupational handbooks of ten year differences.	From activity.
Resource people in the community.		Panel discussion--"Importance of continued education in an age of automation."
Kit: "Widening Occupational Roles"	2. Interview community occupations and check how requirements have changed. (Ex. barber, beauticians, factory reg. of high school diploma)	
Filmstrips and cassettes: "Preparing for the Jobs of the 70's" (Guidance Associates)		
	3. Widening Occupational Roles Kit--S.R.A. filmstrips.	
	4. Filmstrip and cassettes, "Preparing for the Jobs of the 70's."	

Concept VI - Education and work are interrelated.

General Objective: 119 - Understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.

Behavioral Objective: a) The student will be able to distinguish occupations that require licenses which dictate education/training needs.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Teacher Peer Group	1. List offices or places of businesses where you have seen licenses posted.	From the activities.
Vocational Interview Cassettes - TC 1 (L.T.I. Career Information Center)	2. Try to list occupations that require no training nor license.	
Occupational Outlook Handbook L.T.I. Career Counselor	3. Give students a list of occupations and determine why they would need licenses.	
	4. Visit L.T.I. Career Information Center.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social-Economic-Political

Concept VI - Education and work are interrelated.

General Objective: 120 - Recognize that conditions created by organized groups and institutions affect the world of work. 1) supply and demand; 2) Physical facilities; 3) Federal, state and local legislation.

Behavioral Objective: a) The student will be able to relate the effect of groups and institutions on the world of work: 1) supply and demand; 2) physical facilities; 3) federal, state, and local legislation.

Curriculum Considerations: 9th

Resources

Teacher

Peer group

Community

Magazines

Newspaper

Filmstrips:
"Job Finding Set"
(CFS 8)
"Civil Service Jobs"
CFS 8)
(L.T.I. Career Information Center)

"The Classroom Revolution"
(Guidance Associates)

Government pamphlets

Trade journals

Activities

1. Have students identify organized groups and institutions.
   a) Check with parents.
   b) Check newspapers.

2. Discuss how these groups affect supply and demand.

3. Discuss how these groups affect physical facilities.

4. Discuss legislation brought about by organized groups and institutions.

5. Show filmstrips, "Civil Service Jobs" and "The Classroom Revolution."

6. Read union papers, magazines, newspapers, and articles on how unions affect supply and demand

Evaluations

Write a paper on the general objective.

Given a career, the student will be able to list changes caused by group pressure.

WORK WORLD　　Grades 7-9　　Factors: Social-Economic-Political
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 121 - Recognize that conditions in the work world affect groups and institutions.

Behavioral Objective: a) The student will be able to identify conditions in the world of work that affect groups and institutions.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Teacher Peer group	1. Identify groups and institutions related to the world of work.	From the activities.
Filmstrip: "Preparing for the Jobs of the 70's" (Guidance Associates)	2. Have students project how automation might change groups and institutions.	
	3. Have the students write a paper on the world of work in the year 2000.	
	4. Discuss how time will be spent if the work week will be shortened to three or four days.	
	5. Discuss how world conditions affect our groups or institutions.	
	6. Filmstrip, "Preparing for the Jobs of the 70's."	

SELF

Grades 7-9
To be emphasized

Concept VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 85 - Understand why each individual is unique.

Behavioral Objective: a) Given sufficient background in the psychological factors which explain why individuals differ, the student will recognize and evaluate the basic premise of the uniqueness of the individual.

Curriculum Considerations: 7-9 science--work in genetics

Resources	Activities	Evaluations
7th GRADE Family Unit	7th GRADE 1. Student will compile a list of how they differ from others in interests, attitudes, Etc., (class, family, Etc.)	7th GRADE Teacher evaluation of student's lists.
8th GRADE Library Filmstrips: FS/c 23 "Your Personality: The You Others Know." (L.T.I. Career Information Center) "Gossip" (Popular Science Company)	8th GRADE 1. The student will choose a biography or autobiography of a person he admires, read it and report in some form the differences in that person that made him unique and helped him succeed. 2. Class discussion of accenting positive personality traits of friends and classmates instead of always gossiping about the bad.	8th GRADE Evaluate book report
9th GRADE Section of science book dealing with genetics	9th GRADE 1. Study of heredity and environment in relation to uniqueness.	9th GRADE Objective test on heredity and environment.

SELF

Grades 7-9
To be emphasized

Concept VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 86 - Understand the impact of other people's feelings and values and their relationship to one's own.

Behavioral Objective: a) Given sufficient discussion and development, the student will be receptive to, and appraise other people's ideas and will realize the interrelationship of these ideas with their own.

Curriculum Considerations: 7-9 English or Core

Resources	Activities	Evaluations
7th GRADE magazines Robert's Rules of Order	7th GRADE 1. Student will bring in media material to discuss the psychology of advertising and how it sways a person's thoughts. 2. Introduce Roberts Rules of Order. Role play a meeting using these rules.	7th GRADE Teacher evaluation of student ideas concerning advertising. Teacher evaluation of role playing.
8th GRADE Film: "Patrice Lamumba Speaks" (A U.N. speech)	8th GRADE 1. Review and give background of Roberts Rules of Order. 2. Film of speech to general assembly at U.N. to introduce the idea of "give and take" in interpersonal relationship. 3. Discuss ways in which their friends have influenced their thinking and acting, such as dress.	8th GRADE Teacher will evaluate students discussion of Roberts Rules of Order and influence of friends.
		9th GRADE Student will write a paper on how their friends, Etc., have influenced their thinking.

Resources	Activities	Evaluations
	9th GRADE 1. Student will write a paper on how their friends, Etc., have influenced their thinking.	

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering

Concept: VIII - Occupational supplu and demand has an impact on career planning.

General Objective: 90 - Develop occupational research skills.

Behaviorial Objective: a) Given materials, the student will be able to find information concerning his career choice.

Curriculum Considerations: Eighth or Ninth Grade

Resources	Activities	Evaluation
Teacher Counselor Librarian Employment Personnel	1. Give the student a simple outline and have him fill in the information regarding the occupation.	Completion of the outline. Given a career, the student will list five different sources of material for locating information about that job.
Kits: Work Experience Kit Job Experience Kit Occupational Exploration Kit (Science Research Associates)	2. Visit the counselor. 3. Visit the library.	
Transparencies: "Guide to Finding a Job" (Valient I.M.C.) (L.T.I. Career Information Center)	4. Examine the Multi-Media resources.	
Films: FS/R 12 "Vocational Decisions" "It's Your Future" (FS/R 13) (L.T.I. Career Information Center) "How to Investigate Vocations" (Coronet)	5. Visit the Employment Office. 6. Use the S.R.A. Kits	
WISC Deck of Career Information (L.T.I. Career Information Center)	7. Use Wisconsin Deck of Career Information.	

CAREER PLANNING — Grades 7-9 — Factors: Information Gathering
To be developed

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 91 - Demonstrate a knowledge of employment trends.

Behavioral Objective: a) After research, the student will be able to appraise the future trends of a given occupation.

Curriculum Considerations: 8th or 9th Grade

Resources	Activities	Evaluations
Multi-Media Center	1. Examine news release, "Changing Times."	Observation of student attitudes and interest.
Filmstrip: "Preparing for the Jobs of the 70's" (L.T.I. Career Information Center)	2. Filmstrip, "Preparing for the Jobs of the 70's"	
State employment counselor		
Occupational Outlook Quarterly (U.S. Superintendent of Documents)	3. Time Magazine -- May 24, 1971 -- "Graduates and Jobs" Use graph and statistics.	

WORK WORLD

Grades 7-9
To be developed

Factors: Social-Economic-Political

Concept VIII - Occupational supply and demand has an impact on career planning.

General Objective: 122 - Understand those factors which stimulate or retard job opportunities: 1) government, 2) seasonal work, 3) economic cycles, 4) changing sex roles.

Behavioral Objective: a) Given an occupation, the student will be able to list how government, seasonal work, economic cycles, and changing sex roles will stimulate or retard that occupation.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Newspaper Teacher Peer Group	1. Clip newspaper articles about government sction that affects employment.	From the activities, identify factors.
Occupational Outlook Handbook	2. List jobs available in your community in the summertime, and not available in winter time.	
	3. Class discussion on factors that affect employment: recession, depression, unemployment, inflation, fiscal policy.	
	4. List occupations that women are now active in that they were not active in years back.	
	5. List occupations which men now have entered that formerly they did not.	

WORK WORLD

Grades 7-9
To be developed

Factors: Social-Economic-Political

Concept VIII - Occupational supply and demand has an impact on career planning.

General Objective: 123 - Understand that the supply of workers is a product of training and preparation and that demand is a product of need.

Behavioral Objective: a) The student will be able to define supply and demand.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Occupational Outlook Handbook Teacher Peer group Filmstrip: "Supply and Demand" (McGraw-Hill) Film: "Making the Things We Need: Division of Labor." (Encyclopedia Britannica)	1. Take an occupation from each area: Professional, skilled, semi-skilled, unskilled. Divide into four groups and research the training and preparation of each. 2. List the various kinds of institutions that train people. 3. Examine how need in society produces the demand. Discuss. 4. Filmstrip: "Supply and Demand." 5. Film: "Making the Things We Need: Division of Labor."	Give the student the general objective and have him write a statement of defense. Have the student contrast the types of needs shown between two societies as seen in the movie, "Making the Things We Need: Division of Labor."

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be developed

Concept IX - Job specialization creates interdependency.

General Objective: 124 - Recognize the relationships between technological changes and job specialization.

Behavioral Objective: a) Given the terms technological changes and job specialization, the student will be able to define them.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Magazines	1. Define the terms technological changes and job specialization.	A written exercise to define the terms to show understanding.
Films: "Making the Things We Need: Division of Labor." (Encyclopedia Britannica)	2. Prepare a list of Technological changes.	
"Careers in the Building Trades." (Coronet Films)		
"Where the Action Is" (L.T.I. Career Information Center)	3. Films: "Where the Action Is."	
Resource person	4. Gather pictures of 1920 and present comparisons from magazines, Etc.	
Filmstrip: "Preparing for the Jobs of the 70's"		
	5. Examine the building trades industry for changes in building a home, or invite a resource person.	
	6. Films: "Careers in the Building Trades," and "Making the Things We Need: Division of Labor."	
	7. Filmstrip; "Preparing for the Jobs of the 70's."	

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be developed

Concept IX - Job specialization creates interdependency.

General Objective: 124 - Recognize the relationships between technological changes and job specialization.

Behavioral Objective: b) Given the terms, the student will be able to relate job specialization to technological change.

Curriculum Considerations: 7th through 9th

Resources	Activities	Evaluations
Filmstrips: "Preparing for the Jobs of the 70's" "Career Opportunities" Set II (CFS 5) "Job Finding" Set II (CFS 8)	1. Filmstrips: "Preparing for the Jobs of the 70's," "Automation," and "Skills that Pay Off."	Using the auto industry, list the technological changes and the related job specializations that developed.
CFS 5 --"Automation" CFS 8 --"Skills That Pay Off" "An Overview of Technical Education" (FS/C 36)	2. Class discussion showing specialization in various areas: a) teaching.	
Films: "Where the Action Is" "Wheels a' Rolling" (L.T.I. Career Information Center)	3. Invite a builder to talk about various people needed in construction of a project.	
Teacher General contractor	4. Bring newspaper want ads to examine specialized jobs open.	
Newspaper		
Speaker	5. Lakeshore Technical Institute speaker on trade and industry.	

WORK WORLD — Grades 7-9 — Factors: Structure and Nature
To be developed

Concept IX - Job specialization creates interdependency.

General Objective: 125 - Understand that a certain job may be performed in a variety of settings.

Behavioral Objective: a) Given a certain job, a student will be able to describe various settings in which the job may be performed.

Curriculum Considerations: 7th

Resources	Activities	Evaluations
Magazines Filmstrip: FS/R 11 "Your Job: Finding the Right One." (L.T.I. Career Information Center)	1. List a job title and gather pictures to illustrate the various area of performance.	Describe the various settings possible for a job.
Kit: "Widening Occupational Roles Kit"	2. Examine and list the activities of a farmer.	
	3. Discuss a broad occupation like an "engineer" and list the various areas in which he might work.	
	4. Filmstrip, "Your Job: Finding the Right One."	

WORK WORLD

Grades 7-9
To be developed

Factors: Structure and Nature

Concept IX - Job specialization creates interdependency.

General Objective: 126 - Recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks which are interrelated.

Behavioral Objective: a) Given information on businesses, industries, and institutuions, the student will recognize the dependency of one person or group upon another in producing an end result.

Curriculum Considerations: 7th through 9th All subjects.

Resources	Activities	Evaluations
7th GRADE Library	7th GRADE 1. Obtain information on early mass production. 2. Have students produce something in assembly line (maple syrup, paper flowers, Etc.)	7th GRADE Teacher will competively evaluate each groups end product of assembly line.
8th GRADE Business leaders, hospital administrators, doctors, Etc.	8th GRADE 1. Speakers on mass production. 2. Have Junior Achievement Club members in to discuss their business dealings.	8th GRADE Given an end result or product, the student will be able to trace back through its evolution including all processes and people involved.
9th GRADE Film: FS/TC 15-18 "Health Careers" (LTI Career Information Center)	9th GRADE 1. Field trip to modern factory, hospital, and/or business. 2. Have Junior Achievement Club members in to discuss their business dealings.	9th GRADE Given an end result or product, the student will be able to trace back through its evolution including all processes and people involved.

Resources	Activities	Evaluations
Vocational Rehabilitation Center at Stout State	9th GRADE 1. Using career of his choice, student will discover job opportunities for hypothetical disabilities.	
Wisconsin State Department of Vocational Rehabilitation.		
American Association for Mental Health	2. Student will complete list of physical requirements for career of choice.	
Veterans Administration		
	3. Visit to a vocational rehabilitation center OR visit to factory which hires the handicapped.	

SELF

Grades 7-9
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 79 - Understand that physical and mental factors affect one's career choice.

Behavioral Objective: a) Given information on physical job requirements, the student will discover the various physical aspects or limitations of his career pursuits.
b) After thorough investigation of mental capabilities for the job situation, students will be able to formulate groups of desirable mental attributes necessary for successful job pursuits.

Curriculum Considerations: 7-9 General science, math.

Resources	Activities	Evaluations
7th GRADE Vocational Rehabilitation Center at Stout State. Wisconsin State Department of Vocational Rehabilitation American Association for Mental Health Veterans Administration	7th GRADE 1. General discussion of physical job requirements and career opportunities for the handicapped.	7th GRADE Teacher evaluates the discussion.
8th GRADE Film: FS/C 54 "Occupational Education" (L.T.I. Career Information Center) Occupational Outlook Handbook Booklets: "Prevocational Series" (Delmar Publications) "Arco-Rosen Career Guidance Series" (Arco Publishing Company)	8th GRADE 1. Give a student a severe physical disability and have him research job opportunities possible. 2. Present student with job family and have him complete list of physical requirements for it. 3. Speaker from a vocational rehabilitation center to discuss job opportunities, for the physically and mentally handicapped, or a supervisor from a factory which hires the handicapped.	8th GRADE Teacher evaluates student's research and list.
9th GRADE Occupational Outlook Handbook Vocational Rehabilitation Center or factory that hires the handicapped.		9th GRADE Teacher evaluates student's research and list.

SELF

Grades 7-9
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 80 - Understand that ever changing individual and environmental factors, acting separately or together, influence one's career development.

Behavioral Objective:
a) Student will identify environmental and physical factors present that influence career choice.
b) Student will, after sufficient introduction and development, be able to explain reasons for their fluctuations of job preferences in a given period of time. (i.e. peer group association, job status, money, education, Etc).
c) Student will be able to accept by example of famous people, Etc., the idea that change is inevitable and that career change does not mean failure, and that evolution is necessary for the individaal to know with any certainty what career he belongs in.

Curriculum Considerations: 7-9 health, social studies.

Resources	Activities	Evaluations
7th GRADE Guidance Series Booklets (Science Research Associates) University of Wisconsin Extension Service Booklet: "Understand Your Teenager"	7th GRADE 1. Students will research social, and physical aspects of the typical junior high student and how the environment may affect the social, physical, and career aspects of his life.	7th GRADE Students' knowledge of social, physical, and environmental factors derived from teacher-small group discussion.
8th GRADE Teacher developed questionnaire	8th GRADE 1. Questionnaire for student's self-analysis of the physical and environmental factors affecting most recent career changes.	8th GRADE Teacher evaluates student's questionnaire.
9th GRADE Library People in community	9th GRADE 1. Read biographies and/or interview people who have changed positions to determine why they did so and if it was helpful or detrimental.	9th GRADE Teacher will evaluate student's report on biographies for understanding of importance of physical and environmental factors in career choice.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Family, Peers and Community.

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 92 - Understand the influence on one's parents on career planning.

Behavioral Objective: a) Realizing that directive parental influence is usually ineffective past age ten, we feel that identification and association are the strongest parental influences from this age level on. Therefore, having explained identification and association, the student will be able to appraise parental influence in career choice.

Curriculum Considerations: 7-9 Social studies.

Resources	Activities	Evaluation
7th GRADE Library	7th GRADE 1. Define identification and association.	7th GRADE Through discussion, teacher will evaluate student's understanding of identification and association.
8th GRADE Library	8th GRADE History of how parents used to influence child's career choice. (Germanic names indicated person' occupation, i.e. Schumacher--Shoemaker. Child labor, indentured servant and apprentices.	8th GRADE Short objective on history of parental influence.
9th GRADE Film: "Unfinished Stories" (Doubleday and Company, Incorporated) Prevocational Series Booklets (Delmar Publishers) Arco-Rosen Career Series Booklets (Arco Publishing Company)	9th GRADE 1. Student comparison of these two influences his own situation.	9th GRADE The teacher evaluates the student's comparison.

CAREER PLANNING | Grades 7-9
To be developed | Factors: Family, Peers, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 93 - Aware of the influence of peer association on his career planning.

Behavioral Objective: a) Given an introduction and development of the psychology of peer association influence, the student will be able to provide examples how this does affect their career preferences.

Curriculum Considerations: 7-9 Physical education.

Resources	Activities	Evaluation
7th GRADE Film: "Belonging to the Group" (Encyclopedia Britannica)	7th GRADE 1. Teacher introduction of psychology of peer association influence.	7th GRADE After discussion of film, a short objective test on its main points.
8th GRADE Films: "Unfinished Stories" Guidance series. (Doubleday and Company, Incorporated).	8th GRADE 1. Role playing of choosing friends showing "peer pressure."	8th GRADE Student paper on how his peers influence him.
9th GRADE Book: Techniques in Guidance by Traxler, Arthur Film: FS/C 23 "Your Personality: The You Others Know" (L.T.I. Career Information Center) (Show after sociogram)	9th GRADE 1. Make sociogram of class. Research and discuss but leave out names.	9th GRADE Teacher evaluates discussion of sociogram and filmstrip.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Family, eers, and
ommunity.

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 94 - Aware of the influences that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective: a) Given examples by the teacher of how communities actually can assess certain occupations, student will be able to relate this to their own community situation.

Curriculum Considerations: 7-9 Geography.

Resources	Activities	Evaluations
7th GRADE Wisconsin Employment Service Chamber of Commerce	7th GRADE 1. Introduction by Chamber of Commerce speaker, man from Employment Service and/or teacher. 2. Students will list five biggest industries in order of importance.	7th GRADE Teacher will evaluate student's list.
8th GRADE Slide-tape presentations of Kohler Company and other area industries. (L.T.I. Career Information Center)	8th GRADE 1. Student will comprise a list of various industries and jobs in the community. Then he will conduct a poll where a specified number of citizens rate them according to importance. 2. Make up a mythological city comprised of businesses, industries, and professions that contrast your own. Then have students compile a poll of this mythical city.	8th GRADE Teacher will evaluate student's analysis of polls on community assessment of occupations.
		9th GRADE Teacher will evaluate essay.

Resources	Activities	Evaluation
	9th GRADE 1. Student will write an essay on the influence of community on certain occupations and how this relates to his own career choice.	

WORK WORLD

Grades 7-9
To be developed

Factors: Individual Psychological

Concept: X - Environment and individuals potential interact to influence career development.

General Objective: 127 - Understand that a person's mental and physical health are affected by career choice.

Behavioral Objective:

Curriculum Considerations: 7-9

Resources	Activities	Evaluations
	NOTE: In the area of 7-9 Concept X, General Objective 127 is so closely related with Concept III, General Objective 111 that we treated these Objectives under Concept III.	

WORK WORLD Grades 7-9 Factors: Individual Psychological
To be developed

Concept X - Environment and individuals potential interact to influence career development.

General Objective: 128 - Understand that personality is an important factor in securing and holding a job.

Behavioral Objective: a) Through various presentations and background materials, the student will evaluate socially desirable and acceptable personality traits and will relate them to job security and longevity.

Curriculum Considerations: 7th - 9th health, physical education, home economics.

Resources	Activities	Evaluations
7th GRADE	7th GRADE	7th GRADE
Films: FS/C 23 "Your Personality: The You Others Know."	1. Show filmstrips	Evaluation of discussion
"Choosing Your Career" (FS/C 34 (L.T.I. Career Information Center)	2. Discussion based on guide of Part A	
8th GRADE	8th GRADE	8th GRADE
Film: "Your Job: Finding the Right One." (Coronet Films)	1. Film	Evaluation of matching of personality and career choice.
Occupational Outlook Handbook	2. List personality traits you think you will need in a career.	
D.O.T.	3. Investigate a particular career of interest to find out if your personality fits the career choice.	
9th GRADE	9th GRADE	9th GRADE
Films:FS/C 32 "Getting and Keeping Your First Job" (L.T.I. Career Information Center0	1. Films	Evaluation of personality traits list.
"Getting and Keeping a Job" (Popular Science"	2. Compile a list of general personality traits needed to obtain and hold a job.	
"Jobs and Their Environments on the Job." (McGraw Hill Films)		

SELF

Grades 7-9
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: a) A student will be able to identify the characteristics of his life style.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Self analysis check test	1. Define and compare life styles.	Student's evaluation of himself.
Peer group		
Booklet: "Quest." (Bruce Publishing Company)	2. Discussion to determine the factors that shape one's life style.	
Film: "Finding Your Life Work." (Plan and Prep. Education and Training Films)	3. Class discussion to determine if one can alter his life style.	
Filmstrips and cassettes: "Liking Your Job and Your Life" (Guidance Associates)		
	4. Use a self analysis check list to examine self.	
	5. Class discussion on social quest, personal quest, and vocational quest.	
	6. Class discussion on your life work.	

SELF

Grades 7-9
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: b) A student will be able to infer that his life style may change.

Curriculum Considerations: 9th Grade

Resources	Activities	Evaluations
Teacher	1. Problem solving situations to determine change.	Will come from student activities.
Peer Group		
Booklets: "Quest: Discovery through Guidance." (Bruce Publishing Company)	2. List likes and dislikes and compare to earlier development (lower grade)	
"Problem Solving to Improve classroom Learning." (Science Research Associates)	3. Present problem of moving to a new environment.	

SELF

Grades 7-9
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 82 - Develop an understanding that occupation choice affects an individual life style.

Behavioral Objective: a) Given an occupation a student will be able to describe the effect of occupation on any life style.

Curriculum Consideration: 9th

Resources	Activities	Evaluations
Questionnaire for structured interview.	1. Interview a worker to get the description of a typical work day and what type of recreation.	Choose an occupation and show the effect on the student's life style.
Filmstrips: "Where Will You Live and Work?" (L.T.I. Career Information Center) "The Meaning of Work." (L.T.I. Career Information Center)	2. Make a survey and structured interview of several people in the same occupation and compare their life styles.	
	3. Provide the student with a structured occupation and have him describe how he would live it.	
	4. Filmstrip-"Where Will You Live and Work?"	
	5. Filmstrip-"The Meaning of Work."	

WORK WORLD	Grades 7-9	Factors: Individual Psychological
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 129 - Understand that emotional qualities needed for self-fulfillment differ among job families.

Behavioral Objective: a) The student will be able to distinguish that emotional qualities needed for self-fulfillment differ among and within job families.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Teacher	1. Define emotional qualities needed for self-fulfillment.	Give several jobs and have students identify some emotional qualities required.
Peer Group		
Occupational Outlook Handbook (1971 ed.)	2. Review job family classifications.	
State employment Service Counselor		
Film: "Job Attitudes: Liking Your Job and Your Life." (Guidance Associates) (L.T.I. Career Information Center)	3. Compare two jobs and distinguish the emotional qualities required in each.	
	4. Guest speakers-Wisconsin State Employment Service. L.T.I. Career Information Center.	
	5. Show and discuss filmstrip "Job Attitudes: Liking Your Job and Your Life."	

WORK WORLD
Grades 7-9
To be developed
Factors: Individual Psychological (130)
Social-Economic-Political (134)

Concept XI - Occupations and life styles are interrelated.

General Objective: 130 and 134 - Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective: a) The student will discover that some individuals are attracted to careers because of observed life styles of certain workers.

Curriculum Considerations: 8th or 9th--Any Area

Resources	Activities	Evaluations
Teacher	8th GRADE 1. Have the class list careers that sound attractive.	Given a career, a student could list three reasons why a person might select that career.
Peer Group		
List of careers--D.O.T.		
Booklets	9th GRADE 1. Class discussion to discover that a life style may be different in reality from what it appears.	
Occupational Outlook Handbook		
Film: "The Industrial Worker" (Encyclopedia Britannica)	2. Give a list of careers and have students put down a person it makes him think of.	
Filmstrips: "Liking Your Job and Your Life." "Dare to be Different" (Guidance Associates)	3. Films and filmstrips.	

WORK WORLD Grades 7-9 Factors: Individual Psychological
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 131 - Recognize that there may be personal disadvantages in accepting certain careers because of the observed life style of various workers.

Behavioral Objective - The student will discover personal disadvantages in certain occupations.

Curriculum Considerations: 7th

Resources	Activities	Evaluations
Teacher Peer Group	1. List personal disadvantages of several occupations.	Activity #3 is an evaluation.
	2. List careers of interest and show the disadvantages for the student and how they might interfere with his life styles.	
	3. Break into groups--appoint recorder and list together how life style has changed from grades 4-6 to junior high level.	

WORK WORLD
Grades 7-9
To be developed
Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 132 - Recognize that certain occupations encourage certain social expectations.

Behavioral Objective: a) Given an occupation, the student will be able to point out the social expectations associated with the occupation.

Curriculum Considerations: 7th - 9th

Resources	Activities	Evaluations
Teacher Peer group	1. List various social activities associated with the following occupations: a) Salesman b) Barber c) Bar tender d) Politician e) Businessman f) Beautician g) Executive Secretary	Activity will be the evaluation.
	2. Give 20 varied occupations. List them in prestige order.	
	3. Compare status of occupations in various societies (Other countries).	
	4. Compare shift in prestige in our society with other societies (Free to move into any according to ability).	

WORK WORLD

Grades 7-9
To be developed

Factors: Social, Economic, and Political

Concept XI - Occupations and life styles are interrelated.

General Objective: 133 - Recognize that leisure time activities may affect career choice.

Behavioral Objective: a) Given a list of leisure activities, the student will be able to point out the careers that could have evolved.

Curriculum Considerations: 7th

Resources	Activities	Evaluations
Teacher Peer group	1. Make a list of sports and hobbies and show how they have turned into jobs.	Activity would be the evaluation.
	2. Define the terms vocation and avocation.	
	3. Have student list his own hobbies and what careers might evolve.	
	4. Compare the persons who put leisure activities ahead of career (primary choice) and vice versa.	
	5. List people who have become famous through their leisure time activities.	
	6. Show how leisure activities could vary in geographical regions.	

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering (95)
Training and Education (98)

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 95 - Understand that there are many occupations which have similar performance patterns.

98 - Understand that new skills may be developed at any time during a person's working life.

Behavioral Objective: a) Given information on family or clusters of jobs, the student will be able to identify that these related occupations require similar performance activities.

Curriculum Considerations: 7-9 Social studies.

Resources	Activities	Evaluations
7th GRADE Film: FS/C 34 "Choosing Your Career" Part 1 (L.T.I. Career Information Center)	7th GRADE 1. View filmstrip and introduce idea of jobs with similar performance pattern.	7th GRADE Teacher evaluation of student discussion of filmstrip and introduction.
8th GRADE Dictionary of occupational Titles Occupational Outlook Handbook Booklets from J.S. Bureau of Labor Statistics Films: FS/C 31 "Preparing for the World of Work" (L.T.I. Career Information Center) "Planning Your Career" (Encyclopedia Britannica) NEWIST films on Occupations	8th GRADE 1. Student will select a particular occupation and find as many applications of the skills of that occupation as possible.	8th GRADE Teacher evaluates student's list of related jobs.
9th GRADE Books: *Changing Careers* *Aptitudes and You and Interests Pay Off* (Popular Science)	9th GRADE 1. Student will expand on different applications of skills of his career choice.	9th GRADE Teacher evaluates student's list of related jobs.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering (96)
Training and Education (97)

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 96 - Recognize one's own abilities and limitations and be able to relate this to present career interest.

97 - Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective: a) Given an opportunity to list his own abilities and limitations, the student will be able to discern appropriate career choice.

Curriculum Considerations: 7-9

Resources	Activities	Evaluations
7th Grade Bureau of Statistics Pamphlets (U.S. Department of Labor) Dictionary of Occupational Titles "Careers Without College and Others" (Wisconsin State Employment Service) Encyclopedia of Careers (Ferguson Company) Prevocational Series Booklets (Delmar Publishers) Arco-Rosen Career Series Booklets (Arco Publishing Company)	7th Grade 1. Student will list the careers they are considering.	7th Grade Teacher checks lists.
8th Grade Bureau of Statistics Pamphlets (U.S. Department of Labor) Dictionary of Occupational Titles "Careers Without College and Others." (Wisconsin State Employment Service)	8th Grade 1. Student will list his abilities and limitations.	8th Grade Teacher checks lists.
	9th Grade 1. The student will compare the lists of abilities and limitations and the careers he is considering.	9th Grade Teacher will evaluate student's comparison of abilities and careers.

Resources	Activities	Evaluations
Encyclopedia of Careers (Ferguson Company)		
Prevocational Series Booklets (Delmar Publishers)		
Arco-Rosen Career Series Booklets (Arco Publishing Company)		
9th GRADE Bureau of Statistics Pamphlets (U.S. Department of Labor))		

CAREER PLANNING

Grades 7-9
To be developed

Factors: Training and Education

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective: 99 - Understand the need for careful planning of the high school program in light of tentative career plans.

Behavioral Objective: a) Having selected a tentative career, the student will be able to plan a high school program.

Curriculum Considerations: 8th or 9th Grade (Counselors)

Resources	Activities	Evaluations
Counselors	1. Investigate high school curriculums.	Select a career and plan the high school program appropriate.
High school curriculum programs		
Guidance Associates	2. Teacher or counselor layout several programs.	
Career Education Directory (Wisconsin Board of V.T.A.E)		
Films: "You Can Go a Long Way!" "Planning Your Career" (Encyclopedia Britannica)	3. Films	
"Adults in a Hurry" (Jim Handy Organization)	4. Filmstrips	
"Listen Listen" (Ford) (CESA #9)		
Filmstrips and Cassettes: "High School Course Selection and Your Career" "Dropping out: Road to Nowhere." (Guidance Associates)		
Kit: Occupational Exploratory Kit Grades 9-12 (Science Research Associates)		
Equipment: Guidance Associate Previewer TV-Monitor Filmstrip Console Projector (Cassette version CP-4)		

CAREER PLANNING

Grades 7-9
To be developed

Factors: Training and Education

Concept XIII - Career development requires a continuous and sequential series of choices .

General Objective: 100 - Understand that careful educational planning may shorten required training time for employment.

Behavioral Objective: a) Having selected a career, the student will be able to infer that no alterations in planning will shorten his training time in his field.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Counselors	1. Investigate high school curriculums.	From activities.
High School Curriculum programs		
Film: "Listen, Listen." (Ford Motor Company)	2. Teacher or counselor lay out several programs.	
Filmstrip: "High School Course Selection and Your Career." (Guidance Associates)	3. Film--"Listen, Listen."	
Career Education Directory (Wisconsin Board of V.T.A.E.)	4. Talking filmstrip--"High School Course Selection and Your Career."	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be developed

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective 101 - Realize that occupational information comes from many sources within and outside the school setting.

Behavioral Objective: a) Given an occupation, the student will be able to list sources of information about the occupation.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluation
Local public library	1. Write a letter to a college, school, or industry for information.	From activities.
School library		
School guidance counselor		
Colleges and technical institutes	2. Library visit for resource information.	
Local or nearby Chamber of Commerce or local industries		
Parents	3. Counselor visit for information.	
Wisconsin Employment Service		
	4. Visit local industry.	
	5. Visit or call Chamber of Commerce.	
	6. Talk with parents or adult.	
	7. Call or visit Wisconsin Employment Service.	
	8. Visit to Technical Institute	

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective: 102 - Obtain a knowledge of educational and vocational information resources and how to use them.

Behavioral Objective: a) Having selected a career, the student will be able to find and use materials pertinent to that career.

Curriculum Considerations: 8th or 9th

Resources	Activities	Evaluations
Multi-Media Center	1. Write a letter to a college, school or industry for information.	From activities
Library		
Counselor		
Occupational Outlook Handbook	2. Library visit for resources and information.	
Occupational Exploration Kit (Science Research Associates)		
Junior Sextant Series (Sextant)	3. Counselor visit for information.	
Filmstrips: "Career Opportunities" Set I (L.T.I. Career Information Center)	4. Occupational Outlook Handbook	
"How to Study Occupations"	5. S.R.A. Kit	
	6. Sextant Series	
	7. Filmstrip "How To Study Occupations"	

CAREER PLANNING　　Grades 7-9
To be developed　　Factors: Information Gathering

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective: 103 - Gain a knowledge of the components of the decision making process.

Behavioral Objective: a) The student will be able to define the components of the decision making process.

Curriculum Considerations: 9th

Resources	Activities	Evaluations
Teacher Peer Group	1. Problem solving exercies.	Observation of student's decision making rational.
Filmstrips: "Learning to Make Decisions" (Society for Visual Education)	2. Define and list the various components in decision making.	
CFS 2 -Series of 5 captioned filmstrips -- Foundations For Occupational Planning "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are Job Families?" "What Good Is School?"	3. Sound filmstrip "Learning to Make Decisions."	
"Vocational Decisions" (L.T.I. Career Information Center) "A Job that Goes Someplace" (Guidance Associates)	4. CFS 2 - Foundations for Occupational Planning. Series of 5 captioned filmstrips: "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are job Families?" "What Good is School?"	
Booklet: "Problem Solving to Improve Classroom Learning" (Science Research Associates)	5. "Problem solving to Improve Classroom Learning."	
	6. Two filmstrips: "A Job That Goes Someplace."	
	7. Filmstrip: "Vocational Decisions."	

WORK WORLD Grades 7-9 Factors: Social, Economic, Political
To be developed

Concept XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 135 - Understand the influences exerted upon the nature and structure of work by a) laws, b) labor-management, c) professional associations, d) Licensing requirements in society.

Behavioral Objective: a) Given an occupation, the student will be able to determine what regulations affect that occupation such as: laws, unions, professional associations or licensing.

Curriculum Considerations: 8th and 9th. Social studies and English.

Resources	Activities	Evaluations
Work permit Employment Office Personnel	1. Study the work permit.	Give the student an occupation and have him list the laws, labor management, associations, or licensing might affect that one occupation.
Occupational Handbook	2. Discuss child labor laws.	
Occupational Exploration Kit (Science Research Associates)	3. Discuss laws in general regulating people and industry.	Write a one page resume' on the film "Rise of Labor."
Films: "The Rise of Labor" (Encyclopedia Brittanica)		
"The Growth of Big Business in America" "The Labor Movement: Beginnings and Growth In America." (Coronet Films)	4. Discuss with parent or adult how union affects their occupation.	
A Handy Reference Guide for the Employment of Minors (Wisconsin Employment Service)	5. List a profession and list with it the association you would belong to.	
	6. List reasons why licensing is necessary--divide into groups and make lists.	

Resources	Activities	Evaluations
	7. Occupational Exploration Kit.	
	8. Film, "The Rise of Labor."	
	9. Film, "The Growth of Big Business in America."	
	10. Film, "The Labor Movement: Beginnings and Growth In America."	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 206 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) Provided with career families, a student will be able to select an area of career interest.

Curriculum Considerations: Eighth and/or ninth.

Resources	Activities	Evaluations
Kuder Interest Inventory	1. Given a list of careers, the student will circle the ones that interest him.	Results of check list and test.
D.O.T.		
Occupational Outlook Handbook		
G.A.T.B. Test	2. Kuder Interest Inventory Junior High issue, G.A.T.B. or Davis Vocational Test.	
Davis Vocational Test		
Filmstrips: Foundations for Occupational Planning (Series of 5 captioned filmstrips) "What Are You?" "What Do You Like To Do?" "What is a Job?" "What Are Job Families?" "What Good is School" (L.T.I. Career Information Center)	3. CFS 2 - Foundations for Occupational Planning (Series of 5 captioned filmstrips) "Who Are You?" "What Do You Like to Do?" "What Is A Job?" "What Are Job Families?" "What Good is School?"	

CAREER PLANNING
Grades 7-9
To be introduced
Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 206 - Base his career plans on accurate and pertinent information.

Behavioral Objective: b) Provided with the proper resources, the student will be able to locate accurate and pertinent career information.

Curriculum Considerations: Seventh - Social studies, English, health, math.

Resources	Activities	Evaluations
Librarian	1. Use the mobile van with visual aids.	Name at least five different sources of career information.
Counselor		
Mobile Guidance Lab		
Kits: "Widening Occupational Roles" (Science Research Associates)	2. Acquaintance with library or guidance office sources to locate information.	
"Occupational Exploration" (Science Research Associates) (L.T.I. Career Information Center)	3. Class lesson in letter writing to companies or organizations for career information.	
"Career Exploration Through Self-Involvement" "Junior Sextant Series" (Sextant)	4. Provide the student with an outline or procedure for career information gathering.	
"Careers in Depth Series" (L.T.I. Career Information Center)		

CAREER PLANNING
Grades 7-9
To be introduced
Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand the relationship between the high school courses and activities and the world of work.

Behavioral Objective: a) Given the high school curriculum, the student will be able to relate high school courses to the world of work.

Curriculum Considerations: Eighth

Resources	Activities	Evaluations
Resume' o high school courses offered.	1. List an occupation and list high school courses necessary to prepare for it.	Activity is the evaluation.
College catalogs		
Vocational-Technical Institute catalogs	2. List an occupation and show how every course might be an asset in some way to your career interest.	
High school counselor		
	3. Discuss high school courses required as specified in several different college catalogs.	
	4. Discuss high school courses required for several different vocational-technical courses.	

CAREER PLANNING   Grades 7-9   Factors: Information Gathering
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand the relationship between the high school courses and activities and the world of work.

Behavioral Objective: b) Given the high school curriculum, the student will be able to prepare a high school program according to his area of career interest.

Curriculum Considerations: Ninth

Resources	Activities	Evaluations
Resume' of high school courses offered. Film: "Listen, Listen." (Ford Motor Company) Peer group Filmstrip and cassette: "High SChool Courses Selection and Your Career" (Guidance Associates)	1. Prepare a three-year sample of a high school program including required and elective courses, relevant to area of career interest. 2. Film, "Listen, Listen." 3. Debate: "School is necessary for tomorrow's job." 4. Filmstrip and cassete: "High School Course Selection and Your Career."	Activity is the evaluation.

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand the relationship between high school courses and activities and the world of work.

Behavioral Objective: c) By participation in activities concerning group needs, the student will be able to recognize that group needs have precedence over individual needs.

Curriculum Considerations: 9th physical education. (Encouraging advisors of other activities.

Resources	Activities	Evaluations
Clubs Organizations Coaches (Stress cooperation between people)	1. Questionnaire concerning relationships between school activities and job satisfaction from student, parents, teachers, Etc.	Self-evaluation. Verbal rap session--give the group a topic concerning behavioral objectives and teacher sits back and listens.
County psychiatrist on group needs. Filmstrips: FS/C 26 "Your First Year in High School" (Part I) (L.T.I. Career Information Center)	2. Students list values derived from participation in activities and state how this relates to career selection.	
"Belonging to the Group." (Encyclopedia Britannica)	3. Use behavioral games concerning groups needs.	
	4. Given open ended sentence of a continuing hypothetical story, divide into groups and then work together to finish story, comparing these two stories, students will be able to discern the difference between group and personal efforts.	

CAREER PLANNING

Grades 7-9
To be introduced

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 208 - Understand relationship between regular attendance, good work habits, good behavior, initiative, perserverance, industriousness, and positive attitudes in school and employability.

Behavioral Objective: a) Given a particular work situation, the student will be able to recognize logical fallacies in reasoning used in schools which would not be acceptable.

Curriculum Considerations: 8th and 9th. All subjects in work wituations.

Resources	Activities	Evaluations
7th GRADE Principal to discuss Junior High System	7th GRADE 1. Teacher overview of contrast between self-contained and departmentalized classes. 2. Principal discusses the Junior High System.	7th GRADE Evaluation of short explanation of the Junior High System.
8th GRADE Booklets from Employment Service, concerning traits employers look for in employees. Films: "Am I Trustworthy" "Am I Dependable" "Your Job--Good Work Habits" (Coronet Films) Filmstrip: "Your High School Record Is Important." (Popular Science Company)	8th GRADE 1. Suggested movies. 2. Given a list of school reasons for poor attendance, poor work habits, poor initiative, Etc., the student will defent or refute on the basis of acceptability by employees.	8th GRADE Evaluation of list of acceptable school and work attitudes.
9th GRADE Booklets: Guidance Series "Your Personality and Your Job" "School Subjects and Jobs." (Science Research Associates) Filmstrips: "Making the Most of Your High School Days." "You and Your Part-Time Job" (Popular Science Company_	9th GRADE 1. Rap session. Discuss how we (students and teacher) could help other students who bring in poor reasons, so they won't be hampered in their future jobs.	9th GRADE Evaluation of student suggestions in rap sessions.

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be introduced

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 104 - Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective: a) Given a general background, the student will be able to list several varied career opportunities.

Curriculum Considerations: 7th Grade SS, but encouraging all other areas to do the same.

Resources	Activities	Evaluation
7th GRADE	7th GRADE	7th GRADE
Charts Bulletins	1. Contact Employment Agency to obtain their approval for student visitation.	Relate employment office experience to class.
Occupational Outlook Handbook		Through objective testing, student will list several careers from each chart and their associated backgrounds.
Dictionary of Occupational Titles (D.O.T.)	2. Instruct students in use of D.O.T.	
Chronicle Guidance Service		
School guidance counselor	3. Define and list areas student is interested in and discuss with teachers.	
Prevocational Series (Delmar Publishers)		8th GRADE Through objective test, students will list several different ways to receive career training.
Arco-Rosen Career Series (Arco Publishing Company)	4. Given a set of skills, student is interested in, go to employment office and use D.O.T. to identify and list possible occupations.	
8th GRADE Charts		Students' individual charts.
Bulletins		9th GRADE Student's presentation and career training plan.
Occupational Outlook Handbook	8th GRADE 1. Discuss all educational opportunities such as: technical high schools, apprenticeship, vocational schools, college, etc.	
Employment Office		
Dictionary of Occupational Titles (D.O.T.)		
Chronicle Guidance Service		
	2. Divide into arbitrary groups and take seventh grade charts to arrange careers into educational levels.	

Resources	Activities	Evaluations
School Guidance counselor	3. Have each student: - choose an area of interest - list career opportunities for his area according to different educational levels.	
Local businessmen and workers		
Multi-Media Career Information Center		
W.I.S.E.		
Mobil Guidance Lab	9th GRADE 1. Have each student take interest test.	
Speakers' Bureau		
Film: "Planning Your Career" (Encyclopedia Britannica)	2. Through individual conferences, discuss test results with each student.	
9th GRADE Charts		
Bulletins		
Occupational Outlook Handbook	3. Each student will prepare a multi-media presentation with careers and educational levels, in the student's area of interest.	
Employment Office		
Dictionary of Occupational Titles (D.O.T.)		
Chronicle Guidance Service	4. Write out a temporary career training plan.	
School Guidance Counselor		
G.A.T.B. Test		

CAREER PLANNING Grades 7-9
To be introduced
Factors: Training and Education

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Given any occupation, the student will be able to identify various adjustments that are needed to maintain employment.

Curriculum Considerations: 7th. Any area.

Resources	Activities	Evaluations
Parent or adult Professional or resource people.	1. Discuss and list various types of adjustments such as physical, mental, social, Etc.	Give the student five occupations and have him identify the adjustments necessary to maintain employment.
	2. Role play adjustment: a) Baby-sitting b) Paper boy c) Astronaut	
	3. Interview parents or adult to discover adjustments needed to maintain employment.	
	4. Compare the adjustments of professional jobs and manual skills in same area.	
	5. Class chose a job to discuss specific adjustments.	

Resources	Activities	Evaluations
	6. Divide into groups and select jobs for adjustment discussion.	
	7. Collage of adjustments as a student.	
	8. Invite a professional or resource person to discuss adjustments needed to maintain employment.	

CAREER PLANNING — Grades 7-9 — To be introduced — Factors: Training and Education

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General OBjective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: b) Given any occupation, the student will be able to list the reasons why adjustments might be necessary to maintain employment.

Curriculum Considerations: 8th and/or 9th.

Resources	Activities	Evaluations
Filmstrips" "LOOKING Ahead to a Career" (Occupational Outlook Service)	1. Take three jobs and show the changes over a period of ten years.	Participation in activities.
"Getting and Keeping Your First JOb." (Guidance Associates)	2. List jobs that have become obsolete.	
D.O.T.		
Career Development Service--(Palmer Publications, Incorporated)	3. List jobs that are new within the last five years.	
	4. Describe automobile changes.	
	5. Write up mass media changes, such as telephone, Etc.	
	6. How has transportation changed?	
	7. List products that are new within the last few years.	

Resources	Activities	Evaluations
	8. Interview parent or adult on changes in job.	
	9. Have student take three jobs that interest him and indicate what personal adjustments would be necessary.	

ADDITIONAL MATERIAL

7 - 9

FILMS

AFL-CIO Film Division
"Apprenticeship Training"

Association Films, Incorporated
Free films on career information and personal guidance.
"The Big Question, Choosing Your Career"

Bureau of Audio-Visual Instruction (BAVI)
"Careers for Girls"
"Challenge"
"Finding Your Life Work"

Coronet Films
"Aptitudes and Occupations"
"Careers in the Building Trade"
"Choosing Your Occupation"
"How to Investigate Vocations"

Counseling Films, Incorporated
Career Counseling Films

Doubleday and Company
Careers Series

Educational Film Library
"Going Places"

Encyclopedia Britannica Educational Corporation
"Airport"
Films and Film loops--personal, social, school, career guidance.
"Getting A Job"

Farm Film Foundation
"Careers in Chemistry"

Ferguson, J. G. Publishing Company
"Vocations in Agriculture"

Ford Motor Company
"Listen, Listen"

International Film Bureau
"Astronomer"
"More Power for the Job"
"Who is Pete?"
"Who is Sylvia?"

McGraw-Hill Films
A World of Work Series

Modern Talking Picture Service, Incorporated
Career Guidance Film Series

Roa's Films
Guidance Film Series

Saint Paul Public Library
"Being Different"

SL Film Production
"Careers in Art"

Vocational Films
Vocational Film Series

FILMSTRIPS AND SLIDES

Avid Corporation, Instructional System Division
Employment Opportunities Series

Denoyer-Geppert Times Mirrow
World of Work Series

Edu-Cast, Incorporated
World of Work Filmstrip Series

Educational Dimensions
Careers Series

Eye Gate House, Incorporated
Filmstrip Series -- jobs, future, occupational education

Guidance Associates
Career/Vocational Guidance Series
"Getting and Keeping Your First Job"
"High School Course Selection and Your Career"
"Preparing for the Jobs of the "70's"
"Preparing for the World of Work"

Lawren Productions, Incorporated
"Health Careers"

McGraw-Hill
See a Job Series
"There's Nobody Just Like You"
World of Work Series

Occupational Outlook Service
"Looking Ahead to a Career"

Penny, J.C. Company
Career Information Series

Popular Science Audio Visuals
"Career Opportunities" Sets I and II
Career Planning and Vocational Guidance Set
"Career Planning in a Changing World"
"How to Study Occupations"
"Interests Pay Off"
"Job Finding" Sets I and II
"New Career Opportunities"
"The Flow of Goods and Services"
"The Meaning of Work"
"Your Life of Work"
"Your Occupation--Student"

Roa's Films
"Cutting the Apron Strings"
"The Problems with Parents"

Singer Education and Training Products--Society for Visual Education (SVE)
"Discovering the Real You"
"Foundations for Occupational Planning"
"Learning to Make Decisions"
"Vocational Decisions"

PRINTED MATERIALS

American Guidance Service
  "Discovering Myself"
  Guidance Texts and Charts
  "Planning My Future"

American Personnel and Guidance Association
  "A Career in Music Education"
  "The Parent's Role in Career Development"

Bruce Publishing Company
  "Focus" (Discovery Through Guidance)
  "Quest" (Discovery Through Guidance)

Careers, Incorporated
  Kits, Briefs, Guides, Summaries

Children's Press
  Open Door Books

Chronical Guidance Publications, Incorporated
  Chronicles Guidance Service
  "Finding Your Orbit"

Dutton, E.P. and Company
  Dutton Career Book Series

Ferguson, J.G. Publishing Company
  "Career Opportunities for Technicians and Specialists"
  "Encyclopedia of Careers"

Finney Company
  Find Your Job (Book Series)
  Occupational Guidance Series

General Electric Company
  "Start Planning Now For Your Career"

General Motors Corporation
  Guidance Booklets

Guidance Associates
Careers in Depth Series

Harper and Row Publishers
"So You Want To Be: " (Series)

Hawthorne Books, Incorporated
"Someday I'll Be:" (Series)

Institute for Research
Career Research Monographs

McGraw-Hill Book Company
"Planning Your Career"

Messner, Julian
Your Career Books

National Association of Manufacturers
"Job Reviews"
"Your Future is What You Make It"

Personnel Services, Incorporated
Occupational Abstracts

Random House School and Library Service
Career Wise Kit
Careers in Depth Library

Richard Rosen Press, Incorporated
Aim High Library

Richtext Press
"I Want to Be" (Series)

Science Research Associates
"About You"
"All About You"
"Your Abilities"

Sextant Systems, Incorporated
- Junior Sextant Series
- Open Door Books
- Sextant Series

U.S. Government Printing Office
- "Apprentice Training"
- "Apprenticeship--Past and Present"
- Dictionary of Occupational Titles
- Health Careers Guidebook
- Job Guide for Young Workers
- "New Careers"
- Occupational Outlook Handbook
- "Public Service Careers"
- "Selected Characteristics of Occupations"
- "Selected Characteristics of Occupations By Worker Traits and Physical Strength"

Vocational Guidance Manuals
- Vocational Guidance Manuals

Wisconsin State Employment Service
- World of Work Series

TAPES, SCRIPTS

Educational Progress Corporation
- Guidance Kit

Educational Record Sales
- The World of Work

Educational Systems for Industry
- "The World of Work"

Guidance Associates
- "Vocational Interviews"

Imperial Productions, Incorporated
- "Careers at Sea"
- Pre-Recorded tapes for Vocational Guidance
- "Your Future in Sales"

McGraw-Hill Films
"A Man's Work"

Merchandiser Film Productions
"Opportunities in Retailing Span the Centuries"

Valient I.M.C.
"Exploring the World of Work"
On-the-Job Interview Series
"Planning Beyond High School"

OTHER MATERIALS

Chronicle Guidance
Chronicle Occupational Microfile

McGraw-Hill Films
Tests: Adjustment, Attitudes, Attitude and Interest

NEWIST
T.V. Guidance Series

Science Research Associates
Kuder E. Interest Inventory
Vocational Planning Inventory
"What I Like To Do"

Valient I.M.C.
Transparencies: "A Guide to Finding a Job"
"Finding and Holding a Job"
"The Best Career Choice"

Western Publishing Company
"Game--Life Career"

Wisconsin Department of Public Instruction
Wisconsin Instant Information for Students and Counselors (WISC)

VOCATIONAL DEVELOPMENT

1. "Exploration stage" – occupations are explored until entry into a beginning job in an appropriate field.
2. Occupational preferences and considerations are based on needs, values and opportunities in addition to interests and capacities.
3. Occupational preference is an expression of the vocational self-concept.
4. Interested in appraising abilities.
5. Vocational preferences become more realistic – what they want and what they expect to get in an occupation come closer together.
6. Choice of high school subjects is vocationally relevant.
7. May "hold down" a regular part-time job.
8. Vocational preference is crystallized.
9. Choice of college and/or college major is a vocational desicion.
10. About the time of high school graduation, the individual realizes preferences are too subjective and adopts an instrumental attitude toward work – working conditions, training required, and financial return are considered.

RATIONALE FOR DIVERSIFICATION OF THE GUIDE FOR GRADES 10-12 INTO BROAD CURRICULUM CATEGORIES

It is felt that separation of the guide into broad curriculum categories is justified and necessary because of the structure of the high school discipline.

Also, it is felt that the teachers will be able to use the guide as a tool more effectively in this form than in the method followed by the preceding grade levels. The complexity within each broad curriculum makes it imperative that the guide be as classroom operational as possible. The groups representing grades 10-12 feel that the system used in this guide is most functional and workable for teachers in the classroom situation.

Each group took the state guide and worked on the concepts and general objectives that they felt they could best apply in their area. The vocational education group developed all of the concepts and general objectives as stated in the state guide. Therefore, all of the concepts and general objectives that apply to grades 10-12 are found in the vocational education section.

COMMUNICATIONS RATIONALE

The area of communications within the career-centered curriculum bases its rationale around four fundamental points:

1. There is a movement within the secondary schools toward ungraded programs.
2. From this movement toward ungraded programs, elective, more diversified courses develop in language arts.
3. Language arts courses fall into four basic areas. (Literature, composition, media, speech/drama).
4. Since the division from grade to grade is no longer feasible in many schools and since all language arts courses fall into four areas, the communications section of this guide is ungraded, but areas of concentration have been recommended.

The area of communications is important in the career-centered curriculum for two reasons:

1. The skills developed in composition, speech, and media are essential to a worker's potential training, advancement, and stability within any career.
2. The study of values and attitudes in literature affords an excellent opportunity to explore the values and attitudes of the work ethic.

One-Week Participants

Elaine Hendee - Sheboygan

Five-Week Participants
Mary Gentry - Sheboygan
Mary Young - Sheboygan
Paul Thielhelm - Sheboygan
Sue Powers - Valders
Brian Justin - Sheboygan
Nancy Moore - Sheboygan

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: a) The student will be able to isolate, define and integrate his abilities, interests, attitudes and values so that he will apply these assets to a positive self-concept.

Curriculum Considerations: Communications; literature, composition, speech.

Resources	Activities	Evaluations
Psychologist. Readings in Bruno Bettelheim in area of self.	1. Psychologist will discuss the things involved in an individual and his development of a positive self-concept.	After discussion in Activity 3, a student will briefly write about one personal attribute he was not previously aware of.
Keyes' short story and novel entitled Flowers for Algernon, and listed under the movie title of "Charly," Sextant series "Personal Profile Form"	2. Write a short essay evaluating yourself in your a) abilities, b) interests, c) attitudes, d) values.	
	3. Write a short paper on what you like most about yourself and what you like least about yourself.	
	4. Small groups will discuss attitudes and values of their class, their generation, Etc.	

SELF Grades 10-12 Factors: None
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) A student will list and qualify those strengths and limitations required for self-appraisal.

Curriculum Considerations: Communications; speech, composition.

Resources	Activities	Evaluations
Sextant Personal Profiling Form. (Sextant)	1. Using the information about yourself gather in activities in General Objective 136, realign this self knowledge into strengths and limitations: Scholastic, social, mechanical, creative, physical, interests, personal.	After discussion, have each class member select one of his own limitations and write how he would attempt to over come it.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) A Student will be able to infer through reading and participation, that any individual can achieve dignity by doing his job well, no matter how menial or glorious.

Curriculum Considerations: Communications; literature, speech, and drama.

Resources	Activities	Evaluations
Novels, short stories, essays to be chosen by teacher depending on particular course materials.	1. Have student read a different story or character sketch painted by a writer in which the personal worth of the individual is brought out.	Discussion. Each student will be asked to evaluate his role and what it did to his sense of being needed and his personal sense of worth.
	2. Given a situation of communal living (this classroom is the commune), what function can you perform that will be necessary to the success of the whole? What feeling of worthwhileness and dignity would you have from this?	
	3. Discussion, skits, pantomime, individual speaking about what he would do in commune.	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective: a) The student will state how intrinsic values of a job affect self esteem.

Curriculum Considerations: Communications; composition, speech, literature.

Resources	Activities	Evaluations
Local citizens Fellow classmates Individual student Classroom literature	1. Prepare a list of personal satisfactions derived from work; i.e. pride of accomplishment, ego stimulation, pleasure in helping others.	Students will prepare a list of values related to their job outlook.
	2. Interview others in order to determine their personal satisfaction derived from their work.	
	3. Conduct a discussion on which is more important: The money or the intrinsic satisfaction of the job? Include contrasts between money and "helping people," money and "status," money and working conditions, Etc.	
	4. Coordinate the search for values with this theme in literature.	

WORK WORLD		Grades 10-12		Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) The student will illustrate how occupations interrelate.

Curriculum Consideration: Communications; literature, composition, speech/drama, media.

Resources	Activities	Evaluations
Local citizens T.V. And Radio Trip Video tape of field trip for future use.	1. View an assembly line process. Take a field trip to a factory; research a process in a factory of individual choice; show a film of the process, etc.	Prepare a graphic understanding of job interrelation.
	2. Study specializations within the professions. Watch T.V. medical shows. Discuss specializations within government, the school system, Etc.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Strucutre and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) The student will outline how related occupations contribute to an end product.

Curriculum Considerations: Communications; composition, media.

Resources	Activities	Evaluation
Camera Film Dark Room facilities Projector	1. In the area of media, trace the development of a film. This may be done indirectly, or through the actual preparation of a film. Show filmstrip, "Careers in Film Making."	Compile a list of occupations related to an end product of the student's choice.
Filmstrip & Record: "Careers in Film Making" (Educational Dimensions Corporation)	2. Trace indirectly the development of a book's publication.	
	3. Trace the process of developing an end product of any type.	
	4. Trace the process of the end product: the high school graduate.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) A student will be able to deduce and conclude that leisure time activities may be influenced by one's full-time occupation.

Curriculum Considerations: Communications; speech, composition, literature.

Resources	Activities	Evaluations
Industrial speakers Employment Service speaker Counselor	1. Define and discuss the following suggested factors: working hours, direct job carry over, people you work with, geographic location, and distance, familial considerations.	A speech will be given by each student to discuss how the factors mentioned in Activity #1 could possibly affect his occupation.
	2. How do the five factors above or any others you may add, affect your life as a student?	A paper will be written on the student's reaction to his findings from Activity #4.
	3. How will these factors be affected by your occupation?	
	4. Identify the same leisure time considerations reflected in the characters of some book you read (may be instead of a formal book report).	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) Student will verbalize why people do what they do for a living.

Curriculum Considerations: Communications; composition, speech.

Resources	Activities	Evaluations
Personnel from industry in area.	1. What are the reasons why people work? (Money, prestige, occupy time, escape, enjoyment, experience, meet people, glamour, dedication to a calling or an ideal, pride, security, Etc.)	Composition, speech or panel discussion on why people do what they do for a living.
	2. What rewards, other than a paycheck do people receive for their work?	
	3. Find at least one thing you are doing in school that you consider relevant to your life after high school.	
	4. Write one suggestion you would have for an activity in this class that in your opinion would serve you after high school graduation. Why do you feel this way?	

CAREER PLANNING Grades 10-12 To be emphasized Factors: Training and education

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

BEhavioral Objective: a) A student will compile, organize and illustrate materials to be used in seeking a job.

Curriculum Considerations: Communications; composition, speech.

Resources	Activities	Evaluations
Employers for interviews.	1. Fill out samples of application blanks.	Without students knowledge, have an employer decide which ones he would consider, then have employer come to class and discuss.
Pamphlets: "Can I Get the Job?" (General Motors)	2. Compile a personal data sheet.	
"You and Your Occupational Choice." (Board of Christian Education of United Presbyterian Church of U.S.A.)	3. Check newspaper ads and write a letter of application.	Have students evaluate on an evaluation sheet the things they have noticed about the interview.
"Why Young People Fail to Get and Hold Jobs" (New York State Department of Labor)	4. Role playing activity. Assume one is employer and one is applicant. State an interview.	
"Choosing Your Occupation." (U.S. Department of Labor)	5. Discussion of appearance, grooming, cleanliness, proper apparel, Etc. that are intangibles in job interviews.	
Films: "First Impressions" (B.A.V.I.)		
"Job Interview-Men" "Job Interview-Women" (Churchhill Films)	6. Show film, "First Impressions"	
	7. Show films, "Job INterviews--Men" and "Job Interviews--Women."	

Resources	Activities	Evaluations
Pamphlets: "How to Sell Yourself to an Employer." "If you Drop out, what kind of Job can you Get?" "Guide to preparing a Resume' " "How to Prepare Yourself or ....." (New York State Department of Labor).		

CAREER PLANNING   Grades 10-12   Factors: Training and EDucation
To be emphasized

Concept: VI - EDucation and work are interrelated.

General Objective: 153 - Analyze the relationships between learning and earning through on-the-job experiences.

Behavioral Objective: a) A student will identify how learning and earning through job experiences are related.

Curriculum Considerations: Communications; composition, media, speech.

Resources	Activities	Evaluations
Film: "Your Job: Getting Ahead." (Coronet films)	1. Do you now or have you had a part-time job? What have you learned about people you can later apply. (Human Relations)	Small group discussion and individual synopsis of pertinent and relevant conclusions as they apply to him.
Student on a co-op program		
Intern teacher		
Apprentice	2. What is the relatinship between earning and learning?	Discuss film in terms of school studies.
	3. What do you have to learn about the company, about your boss, about your job, about people you will be working with in order to be successful?	
	4. What are you learning in school that will relate to work?	
	5. Show film, "Your Job: Getting Ahead."	

CAREER PLANNING | Grades 10-12 | Factors: Training and education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and effecting one's career development potential.

BEhavioral Objective: a) The student will conclude that continuous education or training is necessary to keep pace with our changing society.

Curriculum Considerations: Communications; speech, drama, composition.

Resources	Activities	Evaluations
Film: "Kohler Training Film" (Kohler)	1. Industry has to change to keep pace with the times. How does the individual do the same thing? (i.e. pollution, ecology, economy)	Student will identify in written or oral presentation.
	2. Explain: a) "If you don't move foward, then you're moving backward." b) "A Rolling stone gathers no moss." c) "The race goes to the swiftest." Etc. Apply to careereidea rather than to generalities.	Group discussion with individual evaluation and analysis of these cliches'. Student will formulate a "Logical" composition using scanine circle model in conclusions.
	3. Explain: One needs education and/or training in order to achieve a career; one needs to continue education and/or training in order to upgrade oneself for: promotion to a better job, more responsibility, high pay. Apply "Logic" and syllogism in logic of composition unit.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) Student will explain the value of school subjects as they apply toward the pursuit of a career.

Curriculum Considerations: Communications; speech, composition, media

Resources	Activities	Evaluations
Personnel from local community industry.	1. Select your favorite school subject. Make a list of possible occupations related to this subject.	Discussion participation on the practical application of school subjects to the individual's future career choice.
	2. Justify how studying this subject might help you obtain a position related to your favorite subject.	
	3. What do you as an individual expect as a participant in school? (i.e. training versus education)	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Student will report orally why there is an increasing demand for certain occupations.

Curriculum Considerations: Communications; speech, media, composition

Resources	Activities	Evaluations
Sear's Training Series Filmstrip and Records Professional and trade journals Reader's Guide of Periodical Literature News magazines Licensing manuals for various occupations.	1. Divide class into four groups: a) Identify which professions need more qualified members, why? b) Identify which occupations need more technicians, why? c) Identify which of the skilled trades need more workers? Consider apprenticeships also. d) Why are service occupations growing? Which are they?	Oral and written reports from each group summarizing their discussions.
	2. Using same groups as above, have each group explore the education needed and where to get it.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) A student will be able to illustrate how career opportunities are influenced through the availability of training.

Curriculum Considerations: Communications; speech, composition, media.

Resources	Activities	Evaluations
Trade journals College catalogs Technical school catalogs	1. Divide class into discussion groups a) Have a group(s) explore the social reasons that might influence the individual to take advantage of or or turn down training opportunities leading to a specific career opportunity consider family, peers, neighbors, occupations, that boys/girls normally don't enter. (i.e. a woman auto mechanic, a male nurse)	Group discussions--participation in group. A paper giving a reaction to the point that made the biggest impression. Presentation of material visually or orally to class.
	b) Same as above, except group will explore economic-political factors. Consider such things as apprenticeship may be closed, training is or is not available locally, training not available because institutional quota is filled.	
	c) Individuals could prepare newspaper ad, radio or t.v. commercial, Etc., to "sell" some of the things brought out in Activity 1.	

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WORK WORLD Grades 10-12 To be emphasized Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) A student will identify and cite how his education and training will prepare him for or affect his future employability.

Curriculum Considerations: Communications; composition, speech, literature.

Resources	Activities	Evaluations
Films: "No Reason to Stay" "The Dropout" (Canadian Film) "No Reason To Stay" (Encyclopedia Britannica)	1. Debate or discussion: The high school drop out versus high school graduate as employable. (Things to consider: Attitudes that cause one to drop out or to stay even though one is miserable).	Teacher awareness from small group discussion. Students ability to locate and use material relevant to his education and training as it relates to his future employability.
Pamphlet and poster type material on value Eight high school graduates	2. What has the age of specialization done to change employability potential of an individual?	
	3. Explore this statement: The over educated individual has limited employability potential.	
	4. Show films and discuss them.	
	5. Trace the educational or training steps needed to reach your career goal. (If you have not chosen a career goal, pick the one you would like to explore). Where will you be able to get this education? Can you qualify to enter this training? Dow do you finance it?	

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, sbilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) A Student will identify and record job expectations that complement and capitalize on his attributes.

Curriculum Considerations: Communications; composition

Resources	Activities	Evaluations
Filmstrip and record: "Careers in Television" (Educational Dimensions Corporation)	1. Give a useable definition of "attributes" as it applies to you as a person.	Make your own list of jobs that will take into consideration your primary attributes, another list with your primary and secondary attributes.
Film: "T.V. Arts" (Minnesota Public Schools)	2. What personal attributes can you capitalize on in seeking a job. (i.e. good talkers, likes people, might consider sales, insurance, teacher, news commentator, politician, airline stewardess, complaint department clerk, receptionist, public relations) Show film.	
	3. Set up a situation: John Doe is quiet, shy, likes people, but doesn't participate, does acceptable work in math, science and communications, does not want to go on to four years of schooling, but is willing to consider less, is honest, takes pride in his work and believes in doing an honest days work. What kinds of occupations should he consider that will use these attributes?	

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) The student will identify and appraise that his own personal desires and needs in a career are not always those of society and he must be able to satisfactorily compromise.

Curriculum Considerations: Communications; composition, speech.

Resources	Activities	Evaluations
Personal resources and experience.	1. When did you last compromise with someone over some small matter. (i.e. you and your mother on cleaning up your room) How did you arrive at the compromise? Were both parties satisfied?	What is the process involved in compromise? Short composition revealing you understand.
	2. Apply the process in activity 1 to a situation between you and an employer (i.e. the employer says he has noticed you are growing your hair too long and he considers it a safety hazard)	List the compromises: a) social b) fellow employees c) neighbors d) within your family that would be needed to adjust to the new community.
	3. Identify the compromises you would have to make if you were to seek employment in a new community.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 158 - Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective: a) Student will differentiate between career expectations of others and his own, and he will be able to show how these forces will affect his own career plans.

Curriculum Considerations: Communications; composition, speech.

Resources	Activities	Evaluations
Films: "My Life to Live." "Who Should Decide?" (Coronet) Personal Resources	1. Identify what career choices the following persons would have for you. If you can, give their line of reasoning: a) parents; b) older relatives; c) sister or brother; d) friends of same sex; e) special friends of opposite sex; f) teachers.	Evaluate limitations placed on you by finances. Panel discussion. Discussion and/or composition. Small group composition.
	2. Situation: You want to go on to school away from home. Your parents want you to go on to school, but are unwilling to help you financially, therefore, what are the different options available to you? Which option do you think you would take?	
	3. Your father and most of your relatives are doctors (Could be anything). Everyone expects you, too, will become a doctor. You have neither the desire, nor the iniative to pursue the lengthy preparation. You have been forced to take a lot of math and science in high school. You have been forced to apply for a prestige college, Etc. What do you do?	

Resources	Activities	Evaluations
	4. Show film, "My Life to Live." Discuss.	
	5. Show film, "Who Should Decide?" Discuss.	

WORK WORLD　　Grades 10-12　　Factors: Individual Psychological
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) A student will be able to identify and state how individual ability will determine his level of achievement in a given career area.

Curriculum Considerations: Communications; composition, speech.

<table>
<tr><th>Resources</th><th>Activities</th><th>Evaluations</th></tr>
<tr><td>Personal knowlege
Visit to guidance department to see counselor
Occupational briefs from Occupational Outlook Handbook</td><td>1. Make a list of your own proven abilities and weaknesses.<table><tr><th></th><th>Ability</th><th>Weakness</th></tr><tr><td>(I.E.)</td><td>mech. ability</td><td>writing skills</td></tr></table></td><td>Hand in list. Have one list put on the blackboard. Discuss. Have class decide whose list it is.</td></tr>
<tr><td>Filmstrip:
"Jobs in Health Service" (Coronet)</td><td>2. Find out from your counselor and your achievement record, test scores, Etc., the probable potential you have in a career field. (i.e. nurse's aide, L.P.N., R.N. or Nursing Degree) Ignore interest and motivation. Consider only career potential.</td><td>Write a brief paper explaining your potential in the selected career field.</td></tr>
<tr><td></td><td>3. Show filmstrip.</td><td></td></tr>
</table>

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) The student will select and cite the various outcomes of work and apply them to himself.

Curriculum Considerations: Communications; composition, speech.

Resources	Activities	Evaluations
Essay on status. Book: Highbrow, Lowbrow, Middlebrow by Russel Lynes. Original published in Harper's Magazine, found in Borzoi College Reader, Knopf, 1966	1. Aside from the job itself, which of the following do you feel are most important to you: Status, economic benefits, security.	Short speech or composition justifying your point of view. Composition.
	2. What happens to you if you enjoy all the benefits, but dislike the job itself?	Panel discussion.
	3. White color vs. blue collar type jobs as they affect where you live, what you do, who your friends are, kinds of food and drink you serve, how you entertain.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an affect on one's life style.

Behavioral Objective: a) A student will identify what life style he wants for himself.

Curriculum Considerations: Communications; literature, media, speech.

Resources	Activities	Evaluations
Books, plays, movies, T.V. programs which bring out individual life styles.	1. Define "life style." a) Small town life styles. b) Inner city life styles. c) Suburban life styles. How does environment affect one's life style?	Compositions, speeches, discussions, debates pertaining to the individual's own projected life style.
Books: Midnight Cowboy Cactus Flower A Thousand Clowns Catcher in the Rye by Salinger Valley of the Dolls by Suzanne Native Son Invisible Man by Ellison (Jewish sub-culture) The Assistant by Malemud The Floating Opera by Barth	2. Have student identify, orally or in writing, the life styles and values of characters in movies, books, plays. What factors determined the adoption of the particular life style.	
Saturday Night and Sunday Morning by Sillitoe	3. Project what you hope your life style will be ten years from now.	
Soap Operas	4. What is your priority system?	
Samuel Becket's Plays Hemingway's Books Steinbeck's books Sinclair Lewis' Books		

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an effect on one's life style.

Behavioral Objective: b) A student will relate his chosen life style to his Career planning.

Curriculum Considerations: Communications; composition.

Resources	Activities	Evaluations
Personnel based on previous study. Film: "Social Animal" (University of Indiana)	1. State your intended career. State your intended life style. In what ways are the two compatible? What compromise will you make so the two are compatible? If there is no way the career and life style can be blended together, which will have to be revised, career or life style?	Major writing assignment following teaching of Concept 10, Behavioral Objective 147 and Concept 11, Behavioral Objective 149 a.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, Economic, Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) A student will recognize and be able to illustrate that the same careful planning is needed for satisfactory use of leisure time as is needed for vocational planning.

Curriculum Considerations: Communications; speech, composition, media

Resources	Activities	Evaluations
Director from John Michael Kohler Arts Center to discuss various careers in which students might beoome involved.	1. Differentiate between constructive use of leisure and wasting time. Bring in a list of 25 specific examples for discussion (i.e. my grandmother knits, my father tinkers with cars, Mrs. So and So does nothing but wathc T.V.)	Class discussion involving the use of leisure time. Does one have to ALWAYS make "constructive" use of leisure, or is it also desirable to "waste time?" It it necessary to have a balance between the two?
Teacher-made hobby Interest Invenoory.		
	2. Make a list of hobbies you might be interested in. Choose one and explore it. Share with class.	
	3. Try to interest students in some activity they might become interested in. Bring in various people to discuss hobbies.	Students will write a composition on which avocational careers they would be interested in.
	4. Students will evaluate careers available to them in the areas of their hobbies.	

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Student will be able to define and list various activities and work situations through which he might foresee career horizons.

Curriculum Considerations: Communications; composition, speech

Resources	Activities	Evaluations
Club sponsor or member A co-op teacher	1. Imagine you have made a career choice. How can you find out through participation, if you really know what it entails? (i.e. career choice-nursing: be a candy striper, nurse aide, blood bank volunteer).	Paper or speech--what kind of job or activity could you participate in to broaden your career horizons?
	2. High school clubs that are vocationally-oriented. Find out which the school has, what they do, how do they help you explore a vocation?	Have students name related experiences they could participate in for five careers of their choice.
	3. Co-op business education and individual arts programs, what are they? How they differ from the random part-time jobs?	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and comprehend factors which may have relevance for one's career decisions.

BEhavioral Objective: a) A student will detect and cite factors which affect one's career decisions.

Curriculum Considerations: Communications; literature, composition, speech.

Resources	Activities	Evaluations
Reference material to find definitions, dictionary, encyclopedias.	1. List factors, internal and external, which have influenced you in career considerations.	Hand in your comments.
Text material which incidentally touches on career development.		Debate or panel discussion.
Films: "My Life to Live" "Right or Wrong" "Who Should Decide?" (Coronet Films)	2. If you have not made any career decisions, what factors do you think will influence your decision?	Individual summary in writing.
	3. Analyze factors which apparently influenced characters from literature to make their career choice.	
	4. Do you feel you will enter the same occupation as your parent? If so, why? If not, why not?	
	5. For boys: The Armed services think through the decisions you will have to make in determining whether you enter the services after high school, wait to be drafted, start college or career and have to interrupt it.	

Resources	Activities	EValuations
	6. Show film, "My Life to Live." Discuss.	
	7. Show film, "Right or Wrong." Discuss.	
	8. Show film, "Who Should Decide?" Discuss.	

CAREER PLANNING	Grades 10-12
To be emphasized	Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective: a) A student will learn that one is continually making decisions.

Curriculum Considerations: Communications; literature, composition.

Resources	Activities	Evaluations
Literature: Grapes of Wrath The Road Not Taken Ethan Frome	1. Explore idea: Make a decision. Indicate how this decision necessitates other decisions.	Composition: State a decision and then follow it through to its logical conclusion, then take opposite decision follow it through
Films: "Why Wait Till Marriage?" (Roa Films)	2. Minor decisions are made all the time--what to wear, to go to school or not, Etc.	
"Right or Wrong" "Who Should Decide." (Coronet Films)		
	3. Show film,"Why Wait Till Marriage."	
	4. Show film, "Right or Wrong."	
	5. Show film, "Who Should Decide."	

CAREER PLANNING

Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective: b) A student will identify that decisions should be made with care since major decisions mold one's life.

Curriculum Considerations: Communications; speech, literature, composition.

Resources	Activities	Evaluations
Ex--Dreiser-"Free" T.V. programs Filmstrip: "Why Wait Till Marriage" (Roa Films)	1. Discussion of the pyramid (or snowballing) effect of one decision. Examples of what to discuss: a) Decision to get married. b) Decision about family planning. c) Decision about further schooling versus job. d) Decision about service--draft, conscientious objector. 2. The uncontrolled decision that leads major decisions: a) Baby out of wedlock--Have baby, and keep it, give it up, marry, abortion.	Long term--Students will hopefully learn to make decisions more realistically.

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities availalbe to an individual.

Behavioral Objective: a) A student will identify educational considerations necessary in career planning.

Curriculum Considerations: Communications; composition, speech, media.

Resources	Activities	Evaluations
Dictionary of Occupational Titles Occupational Outlook Handbook Chronicle Guidance Series Booklets (Science Research Associates) Guidance Counselor	1. Give out a list of occupations a) Professional b) Semi-professional c) Skilled d) Semi-skilled e) Unskilled What high school education must one have to prepare for entry.	Short paper bringing out your ideas. Panel discussion with each panelist bringing one alternative. Informal evaluation based on questions asked.
	2. Take a career you have thought about and explore what kinds of educational background you must have in high school courses, college and/or further training.	
	3. Discuss alternatives to formal education.	
	4. Have guidance counselor come in and talk about what you can do to recoup if you've made all the wrong decisions so far.	

CAREER PLANNING
Grades 10-12
To be emphasized
FActors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) A student will conclude that advancement usually comes through personal initiative in seeking further education or training.

Curriculum Considerations: Communications; speech, media, composition.

Resources	Activities	Evaluations
Training director of a company like Kohler, Vollrath, Etc. Navy recruiter Samples of tests used for advancement. Films: "Your Job: Getting Ahead." "Aptitudes and Occupations." (2nd Ed.) (Coronet Films)	1. Present a graph to the class and explain the similarities and differences of advancement in various occupations. 2. The teacher will present samples of various types of tests which can be given to offer a person advancement through study or general ability. 3. Each student will interview another student who is presently holding a position of leadership in their school. Why are they qualified for this position and what determined his election. 4. Class discussion held on the importance and weight of experience, initiative and longevity for advancement in school and in employment. 5. Prepare a speech you would make and qualifications you would state for a specific position in your school.	The speeches assigned in activity #5 will be recorded and the tapes presented to the class which will vote secretly. These same speeches will be given orally by the student for a second time and voting will follow again. Discuss and compare the outcome of the votes and the reasons.

SELF Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) A student will identify and select, when needed, different types of career planning resources for his own benefit.

Curriculum Considerations: Communications; composition, media, speech.

Resources	Activities	Evaluations
Library--Public and school Guidance Department Wisconsin State Employment Service	1. Invite a member of the guidance department to speak to the class on resources available for career planning.	A student will complete a detailed work sheet indicating how he would go about researching a career; i.e. list ten specific resources he would use to find the details (educational requirements, working conditions, wages, chance of advancement, Etc) for a specific career.
L.T.I. Career Information Center Cassette tape recorder and tapes	2. Take small groups to the library and guidance office and show them how to use materials.	
Public service type advertising from the local radio stations for models.	3. Teacher should stress the idea that career planning is an individual responsibility in terms of hobby development and resources available for career planning.	Have several students present orally a capsule rundown of their jobs they investigated. Tape record this.
Tapes: "Exploring the World of Work." "Planning Beyond High School." (Valiant I.M.C.)	4. Play tapes. Discuss.	Write and deliver a commercial for radio selling a listener on the need for acquaintance with resource material on career planning.

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) When presented with a list of resources on career planning, a student will select and apply those pertinent to the career of his choice.

Curriculum Considerations: Communications; composition, speech, media.

Resources	Activities	Evaluations
Personal data worksheet; test scores, grades, Etc., obtained from guidance department.	1. See your counselor for pertinent information.	Write a short paper on the career of your choice, using the self-appraisal and available career information to select the career.
Kuder Interest Inventory Occupational Outlook Handbook	2. Administer the Kuder Vocational Interest Inventory.	
	3. Class discussions about the importance of self knowledge in career selection rather than selecting a career and trying to fit yourself into it. Could be debate, panel discussion, Etc.	Evaluate discussion.
	4. Have a student prepare a small poster for bulletin board rising some idea of self and career.	

CAREER PLANNING
Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 169 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) A student will identify and formulate a list of career alternatives that would take into consideration his interests and abilities.

Curriculum Considerations: Communications; speech, compositions.

Resources	Activities	Evaluations
Kuder Interest Inventory self-scoring form General Aptitude Test Battery (G.A.T.B.)	1. Make a list of your talents and abilities. Find one career that would cover the majority, then find an alternate or additional job that could fulfill your talents.	Composition in which you identify major talents and interests and seek out a career or careers which will best suit your abilities and interests.
	2. List all your interests and find a career that would fit your interests.	List job families that would be consistent with scores on interest and ability tests.
	3. Identify work talents as compared to leisure time talents. Do they overlap anywhere? How can you make them complement each other?	
	4. Choose a career area and make a list of all related jobs in this area (i.e. health occupations), you can find--Which of these jobs might your abilities and interests qualify you to hold?	
	5. List all your abilities and find a job family that will fit your abilities.	

CAREER PLANNING Grades 10-12 **Factors: Information Gathering**
To be developed

Concept XV - **Individuals are responsible for their career planning.**

General Objective: 170 - **Understand the relationship between high school courses and activities within the world of work.**

Behavioral Objective: a) **A student will identify certain activities in the language arts area which have a definite place in the world of work.**

Curriculum Considerations: **Communications; composition, speech.**

Resources	Activities	Evaluations
Blank forms to be filled out.	1. Fill out application blank.	Indicate how you feel certain writing skills can help you on the job.
Have employers from community give you some letters of application.	2. Prepare personal data sheet.	
Newspaper employment section		Apply for a job in writing (have an employer run a blind ad and then later have the employer read the letters of application and later perhaps come to class and say why he would or would not hire a person). Students could use false name.
Cooperating employer	3. Correct spelling and punctuation in a poorly written letter.	
	4. Teacher shows samples of actual letters written to apply for a job--some good and some bad--and ask students to differentiate.	

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) A Student will be aware of, and he will illustrate the carry over for personal attitudes at school and work.

Curriculum Considerations: Communications; composition.

Resources	Activities	Evaluations
All personal.	1. List Your Own: a) Attendance and tardiness b) Punching out from classes c) Assuming responsibility in a classroom. d) Behavior in a classroom--Are you attentive? Obeying rules, whether you agree or not? Do your work on time? Get along with teachers and fellow students? e) Appearance	Hand in the paper you have written.
	2. If you have part-time employment, or have had, indicate what attitudes or behavior have to be the same on the job as in school.	
	3. What is your attitude toward school? Analyze it in writing.	

CAREER PLANNING Grades 1-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) The student will interpret the meaning and use of words which have become prevalent in our language due to environmental and social changes.

Curriculum Considerations: Communications; composition, speech and drama.

Resources	Activities	Evaluations
Video tape material Tape recorder Tapes	1. Watch several news programs and list obvious changes in the commonly used vocabulary.	Write a composition describing your reasons for the changing vocabulary in our society. How might you anticipate future change?
Peer groups (vocabulary) Speakers Television Radios	2. Investigate a specific job area and note drastic changes seen over the years. Make a list of these changes and ideas as to what brought them about.	What changes have you made and how have you adjusted to keep up with environmental and social change? (Discussion groups)
Film: "Career Planning in a Changing World." (Popular Science)	3. As a group, compose a list of slang words and define past and present meanings. How has the connotation changed.	
	4. Make a list of words that have been developed or "born" in the last few years, why has a need for these been developed?	
	5. Film, "Career Planning in a Changing World."	

CAREER PLANNING Grades 10-12 To be developed Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes requiring the ability to adjust.

Behavioral Objective: b) The student will be knowledgeable of influences brought about through current media and acquire some ability to judge the validity of this information.

Curriculum Considerations: Communications; media, speech, drama, composition

Resources	Activities	Evaluations
Field trips to: Radio stations and television stations WGN-Chicago T.V. & radio WNET-Ann Arbor Educational T.V. CBS NBC (Public and private T.V. channels)	1. Field trips to same places as listed under "resources."	The class will watch the presentations mentioned in activity #4. Discussion will be held as to which ones were most effective and what made them effective.
	2. Listen to four specific radio stations (assigned by teacher) for approximately 15 minutes.	
Newspaper printing house. Magazines Newspapers Video tape player Video tape recorder.	3. Watch, listen to, and/or view any type of advertisements regarding four different brands of one product. (For example, four types of brands of coffee). Which brand would you buy? Why? Each student will report his findings to the class.	Write a news story about an imaginative event. How can you make it appealing to the reader? Watch three different types of T.V. programs. (EX-- a) Courtship of Eddie's Father b) Super Cop (Smith family) c) Super Teacher (Room 222) Analyze the propoganda each show offers and how it is presented.
	4. Role Playing: Each person will sell a product to the class. Present the "sell" in three different approaches as if presented to three different age-grouped audiences.	

CAREER PLANNING

Grades 10-12
To be developed

Factors: Training and education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) A student will recognize and become aware that jobs are modified, eliminated, and created by technological and societal change, through his contact with his family and community.

Curriculum Considerations: Communications; speech and drama, composition.

Resources

Speakers

Interviews

Tape Recorders

Guidance Counselor

Television

Magazines

Film:
"Technicians in our Changing World"
(Valiant I.M.C.)

Activities

1. Each student will ask his parents what his job is and how it has changed in the last ten years.

2. The class will take a trip to watch the operation of the stock board. How has the mechanics of its operation changed?

3. Interview a skilled craftsman who is in an area of work that is otherwise extinct. (EX--blacksmith, cobblers)

4. Speaker on piecework or assembly line versus a "whole project" worker.

5. Speaker: The retraining program of the physically handicapped or a person displaced by a machine.

6. Guidance counselor to speak to class, and bring in material on careers.

Evaluations

Given a list of jobs, rank them in the order as to which will be eliminated 1st, 2nd, etc.

Create a job that you think may be useful in the future.

Discussion brought forth from groups mentioned under Activity #9.

Resources	Activities	Evaluations
	7. Groups of students will put on a skit showing different job problems. (EX--An employer firing an employee who is no longer needed).	
	8. Discussion on the influence of appearance--how the "new look" may be viewed by the employers. Perchance photos and ideas of the style changes would help.	
	9. Small discussion groups, working with research information, would pursue the progress of our society; whether it is logical or illogical. Be aware of the philosophy of life. After this, the class will discuss it as a whole.	
	10. Show film, "Technicians in our Changing World." Discuss.	

WORK WORLD Grades 10-12 Factors: Strucuure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 201 - Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: a) The student will understand and accept continuing adjustment as a necessary factor for his advancement.

Curriculum Considerations: Communications; composition, speech, drama, media, literature.

Resources	Activities	Evaluations
Television Video tape materials "Contract" information	1. Discuss the television show "Arnie" after it is shown to the class as a whole. What principles are presented in this T.V. show?	Re-evaluation of the success or failure of the contract method.
Film: "Your Job: Getting Ahead." (Coronet)	2. Introduce the idea of "Contracts" The regulations will be set and each student will sign a contract that meets his agreeeents.	Discussion of the discoveries made from the hypothetical case presented in Activity #3.
	3. Present a hypothetical case. For example: If you lived on the south side of the town of Sheboygan and your father received an advancement which required that your family move to Chicago, what adjustments would you have to make. (Each area has a different status related to it).	
	4. Show film: "Your Job: Getting Ahead." Discuss.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristccs and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) The student will identify and justify the positive relationship between responsibility and advancement.

Curriculum Considerations: Communications; speech, drama, literature, composition.

Resources	Activities	Evaluations
Newspapers Current books Tape recorder Film: "Your Job: Getting Ahead." (Coronet Films) Books: Godfather The Graduate Love Story	1. Make references to advancement and responsibility in relation to literature and current movies. (EX--Godfather, The Graduate, Love Story). 2. Pretend that you're setting up your own business. Discuss the amount of responsibility necessary and the natural evils you may meet. 3. Relate ideas discussed so far, to any part-time jobs held by some of the students (include summer jobs). 4. Interview managers as to their ideas and requirements and responsibility expected of the employees. Play the interviews on tapes, during the class. 5. Show film, "Your Job: Getting Ahead." Discuss.	Report or discussion on interviews. Draw up a list of your basic responsibilities at home, school, and/or an organization to which you belong. Discuss and evaluate what responsibilities are necessary to be a member of a specific club at your school--to be an officer of this club--to be president of this same club. Compare your three lists.

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that changing job characteristics require specialized education, preparation, and training.

Behavioral Objective: a) A student will compare and contrast a specified number of job characteristics that require specialized education, preparation, and training.

Curriculum Considerations: Communications; literature, speech, drama, composition

Resources	Activities	Evaluation
Speaker	1. Tour the Lakeshore Technical Institute and observe the technical educational equipment.	Evaluation of the application blanks.
Films: "Your Job Outlook (Popular Science Company) "Where the Action Is" (L.T.I. Career Information Center)	2. A speaker (foreman or manager) from a factory to discuss re-training programs.	Re-cap ideas and impressions of your comparisons of a single career as presented in two different books.
Books: The Thread That Runs So True by Jesse Stuart Up the Down Staircase.	3. Hold mock interviews in class to show the process followed for interviews. Point out a list of questions that should be asked.	Discussion on an individual basis concerning the resumes."
	4. Work with application blanks and be able to fill them out completely and correctly.	
	5. Write a resume' of your qualities, Etc., that would be helpful in obtaining a job.	

Resources	Activities	Evaluations
	6. From a given list of books, compare a single career as it is seen in two different phases or times, Etc. How have they changed as far as education, preparation and training required by the person involved in this specific career? (EX -- Jesse Stuart: The Thread That Runs So True, as compared with the teacher in Up the Down Staircase).	
	7. Show films.	

WORK WORLD　Grades 10-12　Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective: a) A student will give written evidence to show that he is able to distinguish the cause and effect factors which contribute to job obsolescence. He must also conclude that these factors affect the substance and quality of a ob.

Curriculum Considerations: Communications; composition, speech, drama, media

Resources	Activities	Evaluations
Films: CFS/5 "Automation" (L.T.I. Career Information Center) "Why Johnny Can't Get A Job." (B.A.V.I.) Speakers Newspapers Slides: "Looking Ahead to a Career" Occupational Outlook Service, Bureau of Labor Statistics, U.S. Dept. of Labor	1. Using specific examples, define job obsolescence and promotion. 2. Bring a speaker from the Rehabilitation Center to discuss retraining. 3. Films on retraining lists as "automation" under Resources. 4. Take the want ads from a paper such as the Journal. Which jobs may be obsolete in the future? Which ones do you see retraining may be necessary for? 5. Film as mentioned under Resources 6. Slide presentation, again listed in the Resources.	The research project will show results through the exploration, illustration, and reporting done by tee student groups. State ten causes for job obsolescence and the effect of these causes. Repeat this with ten causes and the effects involved with job promotions.

Resources	Activities	Evaluations
	7. Vocational Rehabilitation Counselor to speak to class.	
	8. The class will divide up into groups. Each group will research the cause and effect factors that affect job obsolescence and promotion in regard to minority groups and their problems. Some possible sources are: UMOS: United Migrant Opportunity Service Martinos-Americanos Hispano-Main Stream They will then prepare a collage or scrapbook and present their research to the class, along with possible solutions or similar ideas.	

WORK WORLD

Grades 10-12 Factors: Strucutee and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) The student will deduce that he must meet the present requirements in order to maintain his job.

Curriculum Considerations: Communication; Speech, drama, composition.

Resources	Activities	Evaluations
Speakers Films: "Getting and Keeping A Job" (Eye Gate) "Your Job: Good Work Habits" (Coronet Films) Filmstrips: "Are You Looking Ahead" (Eye Gate)	1. Evaluate the performance between two different types of salesmen. For example: A salesman in a young man's shop compared to an insurance salesman. What type of clientel does each serve and what must his approach be?	The debate mentioned under Activity #7 would give the student the opportunity to see that adjustments are necessary to maintain employment.
	2. List ways in which you must "conform" or requirements you must meet at home and at school. Why are these important. What requirements do you think will be required in a future job?	With a specific job in mind, list/write what changes or adjustments you yourself would have to make to maintain this job.
	3. Visit/interview with a manager of a factory, for example. Find out what regulations and restrictions are required.	
	4. Make a list of social restrictions you might encounter when working a job.	
	5. Role playing--the class will hold a mock interview showing employer-employee relations.	

Resources	Activities	Evaluations
	6. Show film,"Your Job: Good Work Habits." Discuss.	
	7. Debate. Discuss the questions: "Why is it important to meet job requirements?" and "Would you have to make adjustments to maintain employment?"	
	8. Show filmstrip, "Are You Looking Ahead?" Discuss.	
	9. Show film, "Getting and Keeping a Job."	

MATH

MATH

MATH RATIONALE

The career-centered curriculum is meant to supplement the mathematics curriculum, not to replace it. This guide will aid teachers in presenting and incorporating career concepts and objectives into their mathematics course, and thus enable the students to make wiser career decisions.

The activities, resources, evaluations, Etc., are suggestions and are by no means complete.

Teachers using this guide may wish to add to, or delete those portions of this material which would be more appropriate to their situation.

Five-Week Participants
Lou Cecil - Sheboygan
John Hoffman - Sheboygan
Marvin Peterson - Sheboygan
Kenneth Steege - Manitowoc

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: a) The student will consider his achievement and interest in math concepts that are directly or indirectly related to a career of interest to him.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluation
Record of past math achievement. Math teacher Student's record of Achievement and Aptitude tests in Guidance office. Occupation Outlook Handbook G.A.T.B. Test (Employment Service) David Vocational Test (Houton Mifflin Co.)	1. Consultation with math teacher and with individuals employed in careers of interest to them. 2. Student will make his own personal record of scores on various achievement and aptitude tests and other pertinent information and then write a short report on how the information will affect his possible career choices. 3. Student will record pertinent information on individual index cards. 4. Take an aptitude test.	Personal Record and short report.

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) After appraising his mathematical abilities and interests (Obj. 136) the student will list his strengths and also the limitations as they pertain to various math related jobs of interest to him.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluation
Record of past math achievement	1. Compile a list of strengths and weaknesses as they pertain to each math related job of interest to student.	List of strengths and weaknesses.
Student's record of achievement and aptitude tests		
Student's own personal record made for Obj. 136	2. Categorize index cards into two areas (Strengths and weaknesses) developed in objective 136.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will be aware of the many occupations in mathematics and that choosing one of them can lead to a satisfying career.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluation
Film Strip: FS/R 46 "Careers in the World of Computers" (L.T.I. Career Information Center)	1. Bulletin boards	Determination of student's awareness of the occupations available in mathematics through discussion and subjective evaluations of the written reports.
Pamphlets: "Jobs in Mathematics" (Science Research Associates)	2. Class discussion (Pre-film and post-film) covering occupations open to students.	
"Careers in Mathematics" (National Council of Teachers of Mathematics)	3. A written report on a math occupation of the student's choosing.	
"Professional Opportunities in Mathematics" (Mathematical Association of America)		
Pamphlet: "You and the Computer: A Student Guide" (General Electric Co.)		
Booklet: "Jobs in Mathematics" (Science Research Associates)		
Pamphlets: "Math and your Career" (Government Printing Office)		

Resources	Activities	Evaluation
Film "Building Trades Occupation" (NEWIST) Film Strip: CFS 3 "How about being a Key-Punch Operator?" (L.T.I. Career Information Center) Occupational Exploration Kit (Science Research Associates)		

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Students discussing any one type of computer-related work will be able to explain its interdependency upon other specialized computer jobs.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluations
Film: "Computer Careers" (American Federation of Information Processing Societies)	1. Class discussion	Evaluate the activity subjectively.
	2. Field trip to computer center.	Class discussion or written report.
Library		
Filmstrip: FS/R 46 "Careers in the World of Computers" (L.T.I. Career Information Ceneer)	3. Written report.	
	4. Viewing filmstrip.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) The teacher and/or students will select an article from the typical math classroom (i.e. desks, measuring devices, solid models, Etc.) and determine how it became a finished product).

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluations
Material articles from the math classroom.	1. Blackboard flow chart development from class discovery. 3. Discuss how math would be useful in all aspects of activity one.	Self evaluation device such as repeating a flow chart for another article from the classroom.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: a) The student, in a report, will be able to compare and contrast the difference between scientific, business, systems, and application programming.

Curriculum Considerations: Any high school cath course.

Resources	Activities	Evaluations
Library	1. Research	Written report evaluated by the teacher.
Filmstrip: FS/R 46 "Careers in the World of Computers" (L.T.I. Career Information Center)	2. View filmstrip	
Occupational Outlook Handbook	3. Writing a report.	

SELF Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) The student will trace the career development from coder to junior programmer to programmer to systems analyst, by mentioning the additional requirements needed, to go from one job to another.

Curriculum Considerations: Any high school math course.

Resources	Activities	Evaluations
Filmstrip: FS/R 46 "Careers in the World of Computers" (L.T.I. Career Information Center)	1. Bulletin board project 2. Discuss filmstrip	Extra credit research project finalized with a bulletin board presentation.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective:
a) The student will construct a graph comparing beginning and average salaries of three math related jobs of interest to him.
b) The student will write a short report of the non-material rewards of the three math related jobs of interest to him.

Curriculum Considerations: Applicable to any high school math course -- Topic: statistical graphing

Resources	Activities	Evaluation
Reader's Guide to Periodical Literature	1. Library research	Statistical graph comparing beginning and average salaries of three jobs.
Recent periodicals dealing with statistics on math-related jobs.	2. Class discussion	Written report on Personal Rewards
Employees in math-related jobs. *Occupational Outlook Handbook*	3. Bar graph on bulletin board comparing salaries (beginning and average in different colors) for math-related jobs.	
	4. Tape record Interviews with employees of various math-related jobs.	
	5. Written report by student comparing the three math-related jobs that are most appealing to him.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) The student will select three different jobs of interest to him and will construct statistical graphs or charts comparing types of leisure activities employees are involved in, time for leisure activities, and budgeted income available for leisure activities.

Curriculum Considerations: Applicable to any math course: Topic: Statistics, graphing.

Resources	Activities	Evaluation
Employees of various jobs.	1. Interview various people employed in jobs of interest to student.	Graph constructed by student
Bureau of Labor Statistics		Written report
Reader's Guide to Periodical Literature	2. Class discussion	
Occupational Outlook Handbook	3. Student graphs and reports	
	4. Large composite graph on bulletin board	
	5. Have student write Bureau of Labor Statistics for information on Leisure Time Activities	

WORK WORLD
Grades 10-12
To be emphasized
Factors: Individual
Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) The student will understand why they are enrolled in a particular math course.

Curriculum Considerations: Applicable to any math course.

Resources	Activities	Evaluation
Individual student	1. Writing a paper	Class discussion after teacher examines papers.
Industrial speaker		
	2. Class discussion	Student attitude toward class as observed by the teacher.
	3. Industrial speaker discuss importance of math in industry and business.	

CAREER PLANNING
Grades 10-12
To be emphasized
Factors: Training & Education

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: a) The student will realize that in order to become qualified for a mathematics related career, one must constantly improve his education.

Curriculum Considerations: Applicable to all high school math courses.

Resources	Activities	Evaluation
Pamphlets on math-related careers:	1. Class discussion	Subjective evaluation of discussion
"Careers in Mathematics" (National Council of Teachers of Mathematics)	2. Taking math courses offered outside the school system with job associations	
"Jobs in Mathematics" (Science Research Associates)		
"Professional Opportunities in Mathematics" (The Mathematical Association of America)		
"Mathematics and Your Career" Series (Government Printing Office)		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) The student should learn to recognize and understand the relationships among concepts that are being stressed in his high school mathematics courses and activities of interest within the world of work.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluations
Classroom emphasis	1. Take notes when math applications are discussed.	Subjectively can it be determined that the student speaks with a sense of authority and self-confidence about mathematic concepts and their relation to careers of interest.
Text materials		
Occupational Outlook Handbook	2. Read supplementary text materials (not assigned) involving math applications.	
Guidance Offices		
L.T.I. Career Information Center	3. Investigate information sources for career planning.	
Kit: "Occupational Exploration" Kit (Science Research Associates)	4. Library research	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) The student should realize that the computer has created the necessity for people in technical and skilled occupations to improve their education.

Curriculum Considerations: Applicable to any high school math course.

Resources	Activities	Evaluations
Magazines and periodicals dealing with the computer revolution.	1. View film, "The Computer Revolution."	Subjective evaluation of discussion.
Film: "The Computer Revolution" (CBS Productions)	2. Class discussion	
Reader's Guide	3. Research	

WORK WORLD Grades 10-12 Factors: Social, Economic, Political
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) Students that show interest in a mathematics career will discover where the best training is available.

Curriculum Considerations: Any math course.

Resources	Activities	Evaluations
Guidance Office	1. Conference with Guidance counselor and instructor.	Subjective evaluation of conference.
Accredited Institutions of Higher Education (American Council of Education)	2. Research by individual students about math careers, and report to class.	
Occupational Outlook Handbook		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, Economic, Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) The student will realize that math is important in all occupations.

Curriculum Considerations: General Math (preferably at beginning of year)

Resources	Activities	Evaluations
Speaker from Employment Service	1. Speech followed by a question and answer period between speaker and students.	Subjective evaluation to determine the student's understanding of the need for math.

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) The student will understand reasons why he could pursue a career related to mathematics.

Curriculum Considerations: Any math course.

Resources	Activities	Evaluation
The individual The teacher	1. Personal conference with Teacher, Counselor	Self evaluation
Booklets: "Guidance Activities for Secondary School" (Science Research Associates) "Jobs in Mathematics" (Science Research Associates) "Careers in Mathematics" (National Council of Teachers of Mathematics) Film: "Building Trades Occupation" (NEWIST) Counselor Occupational Exploration Kit (Science Research Associates)	2. Explore in kit.	

CAREER PLANNING	Grades 10-12 To be emphasized	Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) Presented with want-ads from a metropolitan newspaper the student will discuss various employment opportunities and understand how technology affects the job requirements.

Curriculum Considerations: General Math

Resources	Activities	Evaluation
Newspaper	1. Reading and Discussion	Subjective evaluation of discussion

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: a) Presented with the want-ads from a metropolitan newspaper, the student will develop a statistical study showing the employment trends of a job family.

Curriculum Considerations: General Math (graphing and statistics)

Resources	Activities	Evaluation
Newspaper	1. Reading want-ads	Appropriateness and accuracy of graphs depicting given information.
Textbooks dealing with graphing and statistics	2. Statistical study in form of graphs.	

WORK WORLD Grades 10-12 To be emphasized Factors: Social, Economic, Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 188 - Take into account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) The student will discuss how technology may affect employment opportunities.

Curriculum Considerations: Any high school math course.

Resources	Activities	Evaluations
Film: "The Computer Revolution" (CBS Productions) (La Crosse State University)	1. Film and class discussion about employment opportunities and technological change.	Self evaluation.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: a) Due to the specialized computer jobs, the student will recognize the need for cooperation among the workers after viewing the filmstrip "Careers in the World of Computers."

Curriculum Considerations: Applicable to any math course.

Reosources	Activities	Evaluations
Filmstrip: FS/R 46 "Careers in the World of Computers." (L.T.I. Career Information Center)	1. View filmstrip.	Subjective evaluation of discussion.
	2. Discussion following filmstrip to discover what cooperation is needed.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: a) While tracing through the manufacture of a finished product, the student will discuss the cooperation involved between employee and employer.

Curriculum Considerations: Business math or general math.

Resources	Activities	Evaluations
Teacher	1. Class discussion.	Subjective evaluation of discussion.
Industrial speaker	2. Speaker discuss cooperation involved in production between employee and employer.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept IX - Job specialization creates interdependency.

General Objective: 191 - Understand that specialization is a process of continuous scientific and technological advances.

Behavioral Objective: a) After viewing the filmstrip, the student will recognize that the development of different computer languages has caused the specialization of computer programmers.

Curriculum Considerations: Applicable to all math courses.

Resources	Activities	Evaluations
Filmstrip: FS/R 46 "Careers in the World Of Computers" (L.T.I. Career Information Center)	1. Viewing filmstrip and discussion	Subjective evaluation.

WORK WORLD　　Grades 10-12　　Factors: Individual Psychological
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) The student will compare the degree of application for a math concept*at the various levels of attainment in a career.**

Curriculum Considerations: Any high school math course when the following math concepts are studied: relation, trigonometry, vectors and complex numbers, axiomatic structure.

Resources	Activities	Evaluations
Teacher and speakers	1. View film	Subjective evaluation during class discussion.
Math textbook		
Reprints from "70-71' Occupational Handbook; Electronics, Building Trades, Business and Statistics	2. Read resource materials	Objective test relating math concept levels to career levels.
NEWIST Film: "Building Trades Occupations" (NEWIST)	3. Bulletin display comparing degree of application of math concept* (relation, trigonometry, vectors/complex numbers, axiomatic structure) at various levels of careers.** (electronics, building trades, statistics and business).	
	4. Notebook recording from teacher-class discussion and speakers.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) The student will be able to select math related occupations and show where the community and social status, economic benefits, and long term security differ.

Curriculum Considerations: Use as a motivational factor when studying materials related to pythagorean theorem.

Resources	Activities	Evaluation
Teacher presentation Film or filmstrips on pythagorean theorem, applications: "What's the Angle" (Westinghouse Production) "Pythagorean Theorem" (Popular Science)	1. Note-taking by students from teacher presentation and class discussion pertaining to varying levels of application of the Pythagoream Theorem with respect to the sequence of math courses and how such courses are related to jobs of varying status, economic benefits, and security. NOTE: (This is only a suggestion. The teacher may wish to substitute the topic ratio and proportion for Pythagorean Theorem).	Subjective evaluation of notebook.

WORK WORLD

Grades 10-12 Factors: Social, Economic, Political
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) The student will identify leisure time and avocational activities that complement math-related jobs of interest to them.

Curriculum Considerations: Applied during study of trigonometry.

Resources	Activities	Evaluations
Teacher introduction: Surveyor - Sailing Draftsman - Flying Radiologist - Sailing Engineer) Math Programmer) - Puzzles Booklets: "Enjoying Leisure Time" "Mathematics" (Science Research Associates)	1. Students investigate avocations activities by: a) class discussion b) interview c) reading materials related to leisure time activities d) construct mathematical models relating a vocation to leisure time.	Evaluate class discussion and individual teachers--student conversations.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training & Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Given a problem, the student will be able to write a program for that problem.

Curriculum Considerations: Computer course

Resources	Activities	Evaluation
The problem Books on computer programming and computer language	1. Program writing	Accuracy of program

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training & Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: a) The student will understand why the people in the filmstrip took the jobs they did.

Curriculum Considerations: Any math courses

Resources	Activities	Evaluation
Filmstrip: FS/R 46 " Careers in the World of Computers" (L.T.I. Career Information Center)	1. View filmstrip	Subjective evaluation of the class discussion
	2. Class discussion of the wide range of opportunities	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) Given a job of the student's choosing, then creating a hypothetical situation by telling the student that he cannot have that job he will be able to identify alternatives available to him.

Curriculum Considerations: General Math - any math course.

Resources	Activities	Evaluation
Student	1. Class discussion	Subjective evaluation of discussion and role playing.
Teacher		
Peer Group	2. Reading and Research	
Occupational Outlook Handbook	3. Role playing	
Pamphlets: "Math and Your Career" (Department of Labor)		
Career Information Kit (Science Research Associates)		
Occupational Exploration Kit (Science Research Associates)		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: INformation Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective: a) Using a keypunch machine and a desk calculator, the student will perform tasks that he has been taught.

Curriculum Considerations: Computer course and/or general math.

Resources	Activities	Evaulation
Keypunch machines	1. Operating machines	Accuracy of performance
Desk Calculators		Questions and answers
IBM Cards	2. Discuss use of math in keypunch machines and desk calculators	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective: a) The student will list various occupations where the concept of multiplicative inverse is not used.

Curriculum Considerations: Math--Study of properties of numbers (multiplicative Inverse) use as motivational device.

Resources	Activities	Evaluation
Teacher and Tradesmen	1. Taking notes when viewing film and filmstrip.	Test on math concept of Multiplicative Inverse will include a question on occupations where not applied.
Filmstrip: "Number Properties" (Popular Science)	2. Interviews	
Math workbooks in various occupational fields: Practical Problems in Mathematics:	3. Work in math workbooks	
Auto Mechanics Electricity Carpentry Machine Trades Plumbing Sheet Metal Fabrication Masonry (Delmar)	4. Compile list of occupations.	

CAREER PLANNING
Grades 10-12
To be emphasized
Factors: Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually develop within occupational clusters.

Behavioral Objective: a) Using the introduction of the computer as a guide, the student will classify mathematics-related jobs that develop within occupational clusters.

Curriculum Considerations: When introducing the setting up of models for story problems in any mathematics course.

Resources	Activities	Evaluation
Film: "You and the Computer" (B.A.V.I.) (General Electric Co.)	1. View films and take notes	Subjective evaluation on class notes and student discussion
Teacher information	2. Take notes from teacher and speaker information	
Speakers from Computer fields		
	3. Class discussion	
	4. Discuss possible changes in the future and how it might effect each student.	

CAREER PLANNING

Grades 10-12
To be Emphasized

Factors: Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) The student will select occupations of interest to him and be able to determine the level of mathematics required for each occupation.

Curriculum Considerations: Applicable to any math course.

Resources	Activities	Evaluation
High school curriculum guide	1. Discussion between student and teacher	Subject evaluation of discussion
College and university catalogs		Written report
Vocational and technical school catalogs	2. Student research of listed resources	
"Careers requiring training in Mathematics"		
Occupational Outlook Handbook	3. Written report or construction of card file stating math requirements for their occupational interests.	
Trade and Apprenticeship guides		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) The student will be able to compare the degree of application for a math concept* at the various levels of attainment in a career.**

Curriculum Considerations: Any high school math course when the following math concepts are studied: relation, trigonometry, vectors and complex numbers, axiomatic structure.

Resources	Activities	Evaluation
Teacher and speakers	1. View film	Subjective evaluation during class discussion
Math textbook		Objective test relating math concept levels to career levels.
Reprints from "70-71'" Occupational Outlook Handbook:	2. Read resource materials	
Electronics Building Trades Bus. & Statistics (Requisition #14)	3. Bulletin display comparing degree of application of math concept* at various levels of career**.	
Film: #XX "Building Trades Occupations" (NEWIST)	4. Notebook recording from teacher-class discussion and speakers	
Pamphlet: "Math and your Career" (U.S. Dept. of Labor, Bureau of Labor Statistics)	5. Write to Bureau of Labor Statistics for information.	

*(relation, trigonometry, vectors/ complex numbers, axiomatic structure)

** (electronics, building trades, statistics and business)

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) A student will identify and use resources which will facilitate personal career planning.

Curriculum Considerations: Any math class.

Resources	Activities	Evaluations
School or L.T.I. Career Information Center D.O.T. Occupational Outlook Handbook Guidance Counselor Resource People	1. The student will visit the L.T.I. Career Information Center to see what is available there on career information. 2. The guidance counselor will come in and explain the resources available. 3. The student can do research into the various facilities that have career information and develop their own list of resources pertaining to their career choice.	Prepare a list of resources for career information. Write a paper on your career choice from the information you gained from your resources.

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: b) The student will be able to follow up on occupational suggestions given in text materials through research.

Curriculum Considerations: Applicable to all high school mathematics courses.

Resources	Activities	Evaluation
Textbook	1. Reading and research	Discussion with individual students.
Library		
L.T.I. Career Information Center	2. Using card files and Reader's Guide	
Guidance Resource Center		
Occupational Outlook Handbook		

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) The student will select a mathematics-related occupation of interest and learn the educational and job requirements.

Curriculum Considerations: Applicable to all high school mathematics courses.

Resources	Activities	Evaluation
Textbook	1. Reading	Discussion and analysis of report
Library		
Guidance Resource Center	2. Using card files and Reader's Guide	
L.T.I. Career Information Center		
Industrial Representatives	3. Writing report	
Occupational Outlook Handbook		
Film Strip: FS/R 46 "Careers in the World of Computers" (L.T.I. Career Information Center)	4. Interviews with employees in math-related jobs of interest	
Booklet: "Jobs in Mathematics" (Science Research Associates) "Careers in Mathematics: (National Council of Teachers of Mathematics) "Professional Opportunities in Mathematics" (Mathematical Association of America)		
Pamphlets: "Math and your Career Series" (Government Printing Office)		

Resources	Activities	Evaluation
Film: "Building Trades Occupation" (NEWIST)		

CAREER PLANNING

Grades 10-12
To be developed

Factors: Information gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 169 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) The student will become acquainted with available resources that will provide him with accurate and pertinent information concerning his math-related vocational interest.

Curriculum Considerations: Any mathematics course applicable.

Resources	Activities	Evaluation
L.T.I. Career Resource Center	1. Record information on index cards and file for future reference.	Subjective discussion.
Guidance Office Career displays		
Readers' Guide		
Insurance Companies (Educational Division, Institute of Life Insurance)		
G.A.T.B. Test		

CAREER PLANNING

Grades 10-12
To be developed

Factors: Information gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: a) The student should learn to recognize and understand the relationship between concepts that are stressed in high school mathematics courses and activities of interest within the world of work.

Curriculum Considerations: Any high school applicable mathematics course.

Resources	Activities	Evaluation
Classroom emphasis Text materials Occupational Outlook Handbook Library Guidance Office L.T.I. Career Information Center	1. Take class notes when math applications are discussed. 2. Read supplementary texts materials (not assigned) involving math application. 3. Investigate information sources for Career Planning. 4. Library Research.	Subjectively can it be determined that the student speaks with a sense of authority and self confidence about mathematics concepts and their relation to careers of interest.

CAREER PLANNING

Grades 10-12
To be developed

Factors: Information
fathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) The student will be able to give examples of mathematics concepts that, if not understood because of poor attitudes, might prevent him from being employable in an area of his interest.

Curriculum Considerations: Any mathematics course applicable.

Resources	Activities	Evaluation
Class emphasis	1. Note recording during class discussion.	Subjective discussions.
Text information		
"Occupation Outlook Handbook"	2. Research texts for examples.	
Library		
L.T.I. Career Information Center	3. Library research	
	4. Investigate resource centers for career planning materials, relating to specific job requirements.	

CAREER PLANNING   Grades 10-12   Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) Student will be able to graphically analyze the cause of the recent discharge of people in our space program in mathematics related jobs.

Curriculum Considerations: General mathematics.

Resources	Activities	Evaluations
Recent social welfare articles in magazines and other periodicals dealing with federal expenditures.	1. Dveelop appropriate graph to represent data gathered.	Explain verbally or in a written statement, using graphical means, why people lost jobs in the space program during the early 70's.
Secure information from information centers related to space programs.	2. Obtain from Senator Proxmire information on cause of discharge of people from the space program.	
Book: __How to Lie With Statistics__ by Darrell Huff	3. Obtain information on cause of discharge of people from space program from Aerospace Companies.	
Senator Proxmire (i.e.)		
Boeing, Lockheed, Etc.		
Use of library resources such as a) Readers' Guide to Periodical Literature		

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: b) Student will be able to statistically analyze the cause of the recent discharge of people in our space programs in mathematics related jobs.

Curriculum Considerations: Post Geometry

Resources	Activities	Evaluations
Recent social welfare articles in magazines and other periodicals dealing with federal expenditures. Secure information from information centers related to space programs. Book: How to Lie With Statistics by Darrell Huff Senator Proxmire Use of library resources such as: a) Readers' Guide to Periodical Literature b) Card catalog	1. Compile and represent data employing various statistical devices.	Explain verbally or in a written statement, using statistical means, why people lost jobs in the space program during the early 70's.

CAREER PLANNING   Grades 10-12   Factors: Training and Education
To be developed

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) Given the student has a basic knowledge of the capabilities of the computer, from a list of jobs, he will be able to identify those jobs that were eliminated, created, or modified through the introduction of the computer into our society.

Curriculum Considerations: Number bases, logic, flow-charting, computer course.

Resources	Activities	Evaluation
Filmstrip: FS/R 46 "Careers in the World Of Computer." (L.T.I. Career Information Center)	1. Field trip to local computer center.	Matching test.
Pamphlets and materials from IBM, G.E., Honeywell, National Cash Register, Univac, Control Data, Bell Telephone	2. Speakers from computer center.	
	3. Bulletin boards.	
Video tape recorder, camera and T.V.	4. Films and filmstrips	
	5. Video tape of local computer center.	

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics must be flexible in a changing society.

General Objective: 200 - Accept the necessity for the individual to change jobs due to changing structure of work.

Behavioral Objective: a) The individual should select examples of mathematics related occupations in which people were forced to change jobs because the basic structure of the work changed.

Curriculum Considerations: Any mathematics course where applicable.

Resources	Activities	Evaluations
L.T.I. Career Information Center	1. Describe how the structure of jobs changed that required people to change their occupation.	Subjectively evaluate the activity.
Reader's Guide to Periodical Literature		
Counseling Offices	2. Have career counselor discuss math related occupations.	
Library		
	3. Have students research resources for math related occupations where people were forced to change job because the basic structure of the work changed.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be developed

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 201 - Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: a) The student should numerate a variety of occupations, requiring a mathematic background, that would compel him to make personal adjustments to advance to a high level responsibility.

Curriculum Considerations: Any mathematics course where applicable.

Resources	Activities	Evaluations
Insurance Companies Northwestern Mutual, Equitable Life, Etc. (Educational Division Institute of Life Insurance) Local banks Engineering Consultants Pamphlets: "Math and Your Career" (Bureau of Labor Statistics Washington, D.C.)	1. Writing to companies, business, agencies that might provide the desirable information.	Write an analysis of an interest, stating in detail the personal adjustments that would have to be made to advance.

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) The individual should recognize specific jobs, requiring mathematics training, that would demand willingness to accept responsibility in order to receive advancement.

Curriculum Considerations: Any mathematics course where applicable.

Resources	Activities	Evaluations
Insurance companies (Educational Division Institute of Life Insurance) Local Banks Engineering Consulaants Pamphlets: "Math and Your Career" (Bureau of labor Statistics Washington, D.C.)	1. Contact companies, business, and agencies that might provide the desirable information about math related occupations.	List general responsibility traits required for advancement.

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that changing job characteristics require specialized education, preparation, and training.

Behavioral Objective: a) Investigate jobs that interest the students that might require preparation and training in the metric system.

Curriculum Considerations: General Math (Measurements) Algebra (Exponents)

Resources	Activities	Evaluations
Contact: Auto industry training schools, Society for metric measurement	1. Bulletin Board displays Comparison of measuring systems Tools (measuring) etc.	Essay test or report on job and how metric system is or will be applied.
Film: "Metric System" (B.A.V.I.) (Coronet)	2. View film and discuss.	

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective: a) Students can describe orally the type of special education, preparation and training that a typist must go through to become a key punch operator.

Curriculum Considerations: Any math course (computers) General math (number bases)

Resources	Activities	Evaluations
Filmstrips: CFS 3 "How About Being a Key Punch Operator" "Automation" (CFS 5)	1. Filmstrip viewing	Oral question and answer.
(L.T.I. Career Information Center)	2. Discussion with business training teachers.	
Information sources: a) Reader's Guide b) Periodical literature	3. Occupational research.	

WORK WORLD Grades 10-12 To be developed Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Student will be able to distinguish between different program languages required by various computers and jobs.

Curriculum Considerations: General Math (number bases), any math course (computers)

Resources	Activities	Evaluations
Contact information centers of: IBM, Control Data, Etc.	1. List types of computers and name of the language it uses.	True and false test. The student will be able to distinguish between different program languages required by various computers and jobs.
	2. List types of computers and the nature of work that it does.	
	3. Teacher presentation.	

SOCIAL STUDIES

SOCIAL STUDIES

SOCIAL STUDIES RATIONALE

It is the consensus of the social studies representatives on this project that career information is important for four reasons, each of which relate significantly to the entire spectrum of social science; these will provide the rationale for our participation in this workshop:

1. We recognize the importance of making available information, materials, and methods that will foster responsible, realistic, and critical attitudes toward an individual choice of career.
2. We recognize the need to examine career information in the hope that we can integrate the world of work with one's life goal.
3. We wish to examine society hoping to discover it's critical needs and correlate them with career information and career choice.
4. We recognize the need to provide teachers with preliminary directions toward relating career information with historical and societal problems.

One-Week Participants

Name		Town
Werner Finke	-	Plymouth
Fred Henschel	-	Plymouth

Five-Week Participants

Name		Town
Camilla Bernauer	-	Sheboygan
Carl Johnson	-	Sheboygan
Bob Kashnig	-	Sheboygan
Tom Pederson	-	Sheboygan
Joe Simonson	-	Sheboygan

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: a) Each student will gain the experience of analyzing his own interests and their connections with possible future careers.

Curriculum Considerations: Social problems and psychology.

Resources	Activities	Evaluation
Kuder Occupational Interest Inventory	1. Administer Kuder and Occupational Interest Survey to each student.	Interpretation and explanation of test results by teacher or counselor.
Occupational Interest Survey from B.O.C. & S		
Kuder Interpretive Manual	2. Have himself score the inventories with the help of the teachers or counselor.	Observation of the group interaction and subjective evaluation of the student's career choice.
D.O.T.		
Poster series--What Good Will That Do him? (General Electric Corp.)		Summary of interviews by students.
	3. Break down into groups of like interest students, for sharing of information and ideas on related occupations. Use Kuder Interpretation Manual, D.O.T.	Student committee to rate the posters.
	4. Each student will designate two career titles for each of his three top interests.	
	5. Interview people in selected occupations.	
	6. Make poster similar to General Electric Series.	

SELF

Grades 11-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: b) Students will examine their own values and attitudes toward themselves as individuals.

Curriculum Considerations: Psychology.

Resources	Activities	Evaluations
Films: "To be a Man" "To be a Woman" "To be in Love" (Billy Budd Films Incorporated)	1. Read and discuss Hauighhursts Developmental Tasks (Usually get these from your counselor).	The experience of discussion and film viewing, and the written reaction will accomplish the behavioral objective.
Hauighursts Developmental Tasks, from his book "Developmental Psych"	2. Show Billy Budd film series.	
Peers	3. Discussion from list of questions included with films.	
	4. Student should react on paper to each film in his own subjective way (at least one page)	

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important thooughout life.

General Objective: 136 - Judge and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: c) A student will be able to appraise and move toward acceptance of his abilities, interests, attitudes and values, based on objective data.

Curriculum Considerations: Psychology and social problems

Resources	Activities	Evaluations
Counselor Inventories and tests available from C.E.S.A. or Articulation Center or Counseling office at school.	1. Counselor will present and explain the uses and values of available tests.	An evaluation will be based upon the completion of the individual assigned activities.
Possibly Kuder Preference Record Occupational Interest Survey	2. Personnel department representative from a local industry will discuss his testing program.	Critique by students of personnel representation.
Strong V.I.B. Vineland (Maturity) Mooney	3. Student will select from the available instruments, those which he wishes to use on himself.	Paper by student indicating results of his research.
Allport Value Iowa Test of Educational Development Scholastic Aptitude Test General Aptitude Test Battery Adjective check list Personality test in Dunwiddie's Problems of Democracy pp, 97-98 Resource person from Personnel Department of local industry. Personal profiling form for career exploration. (Sextant)	4. Students will write a report, or profile on himself compiling the results of his research.	

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) The student should list strengths and limits of self appraisal.

Curriculum Considerations: Psychology, social problems.

Resources	Activities	Evaluation
Results of activities in General Objective 136.	1. Categorize the results of the activities into areas of strengths and limitations.	Student completing assigned activity. Self comparison by student not to be divulged to teacher or class.
	2. Divide the class in two student teams and permit each team the opportunity to develop a list of individual strengths and limitations. Present the list to a friend and have him criticize it.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will relate his unalienable right to choose an occupation to man's dignity.

Curriculum Considerations: U.S. History (11)

Resources	Activities	Evaluations
Texts Social Studies Resource Center Libraries Resource people, i.e. labor, politicians, veterans Film: "Out Immigrant Heritage" (Minnesota Source)	1. When examing specific historical concepts, the rights of individual job choice will be analyzed and explored. Examples of this would be included in the topics of a) Frontier and Westward Movement, b) U.S.'s role in war, c) development of labor movement, and d) attempts to develop Utopias.	Based on teacher evaluation of assigned activities and inclusion of items on the objective test.
	2. Student/teacher techniques include debate, discussion lecture, sociodrama, and oral/written presentations based on individual research.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective:; b) Students will be able to relate his unalienable right to choose an occupation to the dignity of man.

Curriculum Considerations: All (social studies) except psychology.

Resources	Activities	Evaluations
Assigned textbooks Social Studies Resource Center Library and Readers' Guide to Literature	1. Students will prepare a project comparing and contrasting the degree of job choice in a democracy and communistic nation, analyzing political and economic degrees of freedom.	The projects will be evaluated by the teacher. Objective test questions will be included in the end of unit test.
	2. The student will plot on a political and economic spectrum with communistic at one end and democratic at the other end, the position of relative job choice for each. The student will justify his position through research.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) The student will examine and expose the sources of occupations prejudices.

Curriculum Considerations: Social problems, psychology.

Resources	Activities	Evaluations
Occupational Outlook Handbook (for lists of occupations and descriptions) Student peers. D.O.T.	1. Student will select an occupation that he would not consider entering because it is unattractive to him. He will then analyze it in respect to its value for those persons who choose it, and its value to society in general.	Students will list his reasons for disliking the occupations chosen--Pre and post.
	2. A triod can then be formed in which the three students discuss their findings.	
	3. Given a list of the occupations chosen by the class, each student will rank order them according to his preference.	
	4. Class will discuss the results of the rank order lists.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) Students will be able to identify factors which contribute to the dignity of work.

Curriculum Considerations: Psychology, social problems.

Resources	Activities	Evaluations
Texts	1. A student is assigned or selects an occupation and reports on the reasons why this job is satisfying.	Based on student reports.
Table of status of occupations		Judge the adequacy of the instrument by observation.
Interview with workers		
Library and social science resource center	2. The class will develop a survey instrument.	Interpretation of results of survey in relation to the desired outcomes.
L.T.I. Career Information Center Personnel		
	3. Each student will administer the survey to at least one worker.	
	4. A selected group of students will compile the results of the survey.	
	5. Discussion of results and how it relates to them.	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: a) Student will analyze his own need for creative activity in use of leisure time.

Curriculum Considerations: Psychology

Resources	Activities	Evaluations
Oberlin College information from their "Alternative vocations placement office" Occupational Outlook Handbook Peers	1. Students will use the lsit of occupations from Occupational Outlook Handbook and list three which appeal to them as leisure time pursuits. 2. Student will evaluate his own present leisure time activities and their relation to the world of work. 3. Student can evaluate his own present occupation (students and/or other job) and show how it affects his choice of leisure time activities. 4. Student will react to the following statement: "Leisure time should be used for activities opposite to activities engaged in at work."	Student will write a "Crystal ball" paper predicting his occupational activities twenty years hence and how this might effect his leisure time.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective: a) Point out ways in which career activities in themselves can contribute to personal growth and satisfaction.

Curriculum Considerations: Social Problems and psychology.

Resources	Activities	Evaluations
Tape: Earl Nightingale (40 minutes) "Goal Centered Life"	1. Describe your most satisfying experience in a work activity.	The teacher will judge the adequacy of the students' activities either by subjective grading or reports, or by objective testing. EX--Essay question. "Explain the intrinsic value of work and give specific examples from your research."
Occupational Satisfaction Research Reports from Educational Retrieval Information Center	2. Interveiw persons whom you feel are happiest in their careers, and identify reasons. Tape the interview and play it for group analysis.	
Standard job satisfaction interview form--from guidance office--from local industry--or student designed.	3. Research the relationship between salary and job satisfaction in one career area.	
	4. Select two persons in the same occupation. Interview them from a list of interview questions and compare their job satisfaction in a written/oral report.	

WORK WORLD Grades 10-12 To be emphasized Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) The student will take a specialized occupation and explain the interdependency that has been created by increased specialization.

Curriculum Considerations: Social problems, psychology.

Resources	Activities	Evaluations
Resource people L.T.I. Career Information Center	1. The student can do occupational research and prepare a written or oral report.	Based on the student's competence on reports. Essay question on a test.
Peer Groups Speakers	2. Teacher presentations and classroom discussion about one or more occupational areas as to how they have become more specialized.	Observation of class discussion.
	3. Speaker to tell how their jobs have become more interrelated due to specialization and class discussion.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) Given a product of today's work world, identify the occupations which contribute to the finished product.

Curriculum Considerations: Social Problems

Resources	Activities	Evaluations
Local products Local industry and personnel Lists of local industry	1. Assign a student committee to bring local products and identify the occupations that were necessary to produce them. (oral and/or written)	Evaluation will be based on the adequacy of student presentation and discussion.
	2. Visit a local industry and observe their computer printouts. Tracing parts of a product and product place in larger units. EXAMPLE: Vollrath.	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: b) To trace a manufacturing process and discuss the various tasks which contribute to the finished products.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
Film: "Steel Making Today" (B.A.V.I.)	1. Show the suggested film or a similar one, and have students list and discuss major ideas in manufacturing process.	Based on students' papers and discussion.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: a) The student will diagram a specific career showing the development through job families.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
Job family series booklets Resource Personnel Occupational Outlook Handbook L.T.I. Career Information Center Interpretation Manual of Kuder Occupational Interest Inventory	1. Student will select a career and trace the development of that career within the specific job family.	Post and rate diagrams by assigned student committee.

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 179 - Recognize the different methods of classifying occupations. (i.e. occupational clusters, industry, geographic factors, natural resources, economic factors, and trends).

Behavioral Objective: a) A student will be able to differentiate the various methods of classifying occupations.

Curriculum Considerations: Economic, geography and social problems

Rsoources	Activiies	Evaluations
Peer group discussion Chalkboard Dictionary of Occupational Titles Occupational Outlook Handbook Kits: "Career Information Kit" "Occupational Exploration Kit" (Science Research Associates)	1. Students will be explained various methods of occupational classification by didactic teacher questions. The categories of classification should include job clusters, industrial, geographic, economics factors. Student will develop charts and a chalkboard list explaining why certain jobs can be classified or placed into many categories.	Based on degree and depth on student developed discussion and master list.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) The student will select an occupational field and chart the different job levels within that occupational field.

Curriculum Considerations: Economics, social problems

Resources	Activities	Evaluations
L.T.I. Career Information Center Student Interviews	1. Have the student select an occupational area and research it as to the different job levels.	Chart on the different job levels.
Field trips		Test with student preparing a chart of different job levels.
Teacher presentation Speaker	2. Present to the student an occupation showing the different job levels.	Test or take home project preparing a chart of different job levels.
Student peer group		
	3. Have a person or persons from an occupational area come in and speak to the class on different job levels.	Observation of the role playing.
	4. Role playing where you have students take the different job level positions in an occupation.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: a) The student will list and explain personal and financial rewards that can be gained through work.

Curriculum Considerations: Social problems, economics, psychology

Resources	Activities	Evaluations
Student interview of workers Guidance interviews Peers Outside speakers	1. Interview ten working people on what personal and financial rewards are gained through work.	Collate the results and hand in a chart of the results.
	2. The student will research the area of personal and financial rewards that can be gained through work.	Project to be judged.
	3. A debate on what is more important that can be gained through work--personal rewards or financial rewards.	Evaluation written of the debate.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 142. - Appreciate that individual and social needs can be met through work.

Behavioral Objective: a) The student will identify his own individual and social needs and explain how these needs can be fulfilled through work.

Curriculum Considerations: Social problems, psychology.

Resources	Activities	Evaluations
Lecture	1. The teacher will present general individual and social needs that most people have through lecture, and then class discussion.	Student will list those areas that he thinks fits himself and relate how work might fulfill these needs.
Donald Super--Work Values Inventory (Houghton Mifflin)	2. The student will work Donald Super's Work Values Inventory to determine his individual and social needs.	The student will take the results of his inventory and indicate the careers that would help him fulfill those needs.
Series of 44 tapes on Personal and Social Development entitled "Guidance & Occupations" (Indiana University)	3. Student will select and listen to tapes on personal and social development and relate them to the world of work.	Teacher will grade students written summaries.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) Student should explore the relationships between one's leisure time activities and his occupation.

Curriculum Considerations: Social problems, economics, psychology.

Resources	Activities	Evaluations
Local industry Resources person Classroom discussion Student-made survey	1. Student can research local employment sources and find out various attitudes toward vacations, company-sponsored leisure time events, Etc. 2. Students can determine own needs for vacations, picnics, basketball games, Etc., in school situation and compare it to the needs of worker. 3. Students attempt to make an examination of types of leisure time activities entered into by his parents, Etc.	Activity is evaluation.

WORK WORLD Grades 10-12 Factors: Individual psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) Student should identify the various rewards man gets from work, and relate them to one's individual psychological needs.

Curriculum Considerations: Social problems, psychology

Resources	Activities	Evaluations
Workers (neighbors, parents) Student peer group Textbook Teacher	1. Student will interview parents or neighbors dealing with the rewards of work. (Are there rewards in addition to salary that you receive from your job? Explain) Class discussion.	Observation of discussion. Essay exam: "What are psychological needs one must consider in choosing an occupation?"
	2. Student-teacher discussion of individual psychological differences with rewards from work as in discussion factor.	

WORK WORLD   Grades 10-12   Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: b) Student should list different reasons why people work.

Curriculum Considerations: Social problems, psychology, economics.

Resources	Activities	Evaluations
Workers Parents--neighbors Peers Teacher	1. Have student interview parents and other persons in the community with the questions, "Why do you stay in your occupation?"	Judge the compilation of results. Observation of the discussion.
	2. Class discussion on the results of those interviews showing the specific reasons why people have different occupations.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) The student will take the subjects he is currently taking and relate them to different occupational possibility.

Curriculum Considerations: Social problems specifically, and all others generally.

Resources	Activities	Evaluations
Teacher Peer group Speakers	1. Teacher presentation and classroom discussion on the relevancy of the course and its place occupationally.	Teacher evaluate the discussion . Observation and evaluation of the debate.
	2. Student debate on the relevancy of the course to our world of work.	Test or paper or teacher observation.
	3. Speakers discussin school relevancy and the world of work with class discussion following.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Given specific profession, technical, skilled, and service occupations, the student can graph the demand predicted for these occupations.

Curriculum Considerations: Economics, social problems, world history, American history.

Resources	Activities	Evaluations
L.T.I. Career Information Center	1. Occupational research by the student into specific areas of occupation as to job demand.	Graph of demands.
Resource people		Oral presentation with the use of a visual graph of demands.
Teacher	2. Teacher presentation and class discussion on the subject.	Judge the results of the result.
Peer group		
	3. Group research into specific areas of occupation.	

WORK WORLD Grades 10-12 Factors: Social-Economic, Politi
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) The student will identify and relate the availability of training to career opportunities.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
L.T.I. Career Information Center Wisconsin State Employment Dictionary of Occupational Titles Occupational Outlook Handbook	1. The student will take certain career areas and identify what type of training is needed to perform in those areas. The student will then research to find out what it takes for an individual to get this training.	Paper or oral report. Essay test and observation of discussion.
Teacher Peer group	2. Teacher presentation and class discussion--what it takes to get various types of training.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, economic, political

Concept: VI - Education and work are interrelated.

General Objective: 185 - Understand that continuous education and training will enhance one's career development potential.

Behavioral Objective: a) The student will take an occupational area and relate how continuous learning will enhance the individual's career development potential in that occupation.

Curriculum Considerations: Social problems, economics.

Resources	Activities	Evaluations
Resource people Teacher-peer group L.T.I. Career Information Center Job descriptions and specifications. (L.T.I. Career Information Center)	1. The student will take an occupational area and follow the movement from entry level job upward showing how additional education and training come into play. The student cna do this by interviewing different people in the same occupational area but at different levels.	Paper or oral presentation. Essay test. Observation of the student activity.
Trade journals	2. Teacher presentation and student discussion.	
Union and industry literature.	3. Student can research the literature.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, economic, political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) The student will select a job and state the requirements needed for employment for that job and what is required by industry before he will be considered for that job.

Curriculum Considerations: Social problems, economics.

Resources	Activities	Evaluations
Newspaper	1. The student will take a job ad from the newspaper and determine what is required of the individual before he will be considered for the job.	Paper and/or oral presentation.
Wisconsin State Employment Service		Essay test.
Job descriptions and job specifications. (L.T.I. Career Information Center)		Observatinn of the presentation.
	2. Teacher presentation and class discussion.	
State of Wisconsin ads for employment		
Teacher	3. Personnel director from a local industry come in to tell about requirements in their area.	
Peer group		
Speaker		

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 145 - Accept the uniqueness of other individuals.

Behavioral Objective: a) Student will identify these factors which will infer that basic and subtle differences make each person unique.

Curriculum Considerations: Psychology, social problems.

Resources	Activities	Evaluation
Film: "What is Normal?" (Indiana University) Bertrand Russel, In Praise of Idleness Dunwiddie, Problems in Democracy Chapter 3	1. a) Introduce film by teacher presentation and class discussion, pointing out individual differences. b) Discuss Russel's thesis concerning absolutism versus relativism that stress individual differences. c) Show film "What is Normal?"	Quizzes on presentation. Individual evaluation of discussion. Identification of absolutism and relativism. Evaluation of essay. Teacher and student observation.
	2. Essay activity. a) Explaining inference concerning how one's individual differences leads to a conclusion that others are different in basic and subtle ways. b) Class discussion using specific examples.	

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155. - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) A student will point out specific examples of technological changes and relate them to changes in occupational requirements.

Curriculum Considerations: World History, U.S. History.

Resources	Activities	Evaluations
Readers' Guide to Periodical Literature for Current Articles Social Science Resource Center	1. Hold a debate on the desirability of investing money and resources in the space program. List the occupations and products which have resulted from space program research.	The teacher will assign an impartial committee to judge the debate and discussion.
	2. Students discuss the present armaments race, impact of nuclear weapons and the desirability of disarmament. Peacetime uses of resources and skills will be a desired discussion outcome.	

CAREER PLANNING
Grades 10-12
To be emphasized
Factors: Information Gathering

Concept: VIII - Occupational supply and demand has impact on career planning.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: a) A student will be able to examine the national economic trend and compare it to his local individual employment situation.

Curriculum Considerations: Economics 12

Resources

Books:
Business Cycles by Schumpeter, Joseph A.

The Age of The Great Depression by Wector, Dixon

Prosperity Without Inflacton by Burns, Arthur

Social Science Resource Center

Library

Newspaper, Periodical

T.V. Guide and Programs

Chamber of Commerce

Films:
"Grapes of Wrath" (Encyclopedia Britannica)

"The U.S. In a Troubled World" (Eyegate Company)

Activities

1. Students will complete this chart:

BUSINESS CONDITIONS DURING THE BUSINESS CYCLE

	Prosp.	Crisis	Recess.	Depress.	Recov.
Production					
Business Costs					
Business Prof.					
Prices					
Credit					
Consumer Spending					
Employment					
Purchasing Power of $					
Common Stock Prices					
Investments					
Savings					
Estimates of Future					

2. Teacher will lecture on the economic differences of causes of the business cycle:
   a) Overproduction theory
   b) Under consumption theory
   c) Monetary theory
   d) Imbalance between saving and investment
   e) Innovation theory
   f) Psychological theory
   g) War theory
   h) Sunspot, weather, crop theory
   i) Self-Generating theories

Activities

3. Tape recording of economic discussion of T.V. Programs that cover economic problems.

4. Research the national employment rates for the year by month, and compare them to the local rates--Identify the specific areas and type of special national and local employment trends.

5. Students will examine the Great Depression of the 30's and list the programs which were attempted to restore prosperity. Students will analyze the measure available today to soften the impact of business cycles.

Evaluations

Judge the adequacy by objective test items. (i.e., select one)

a) Characters of prosperity:
   i) production increases
   ii) consumer spending decreases
   iii) profits are high
   iv) Investment increases

b) Cause of depressions:
   i) Investment increases more rapidly than savings
   ii) Overspeculation in stock
   iii) Rising costs and prices
   iv) Over extension of credit

c) Type of unemployment which may occur during periods of prosperity:
   i) Frictional
   ii) Technological
   iii) Seasonal
   iv) Cyclical

d) Major automatic built-in controls:
   i) FED lowers discount rate
   ii) Unemployment compensation
   iii) OAS.D.I.
   iv) Bank deposit insurance

WORK WORLD

Grades 10-12 Factors: Social, Economic, Political
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 187 - Understand that production, distribution, and consumption relate to jobs and the economic structure.

Behavioral Objective: a) Students will generalize how the economic theme of scarcity relative to production, distribution and consumption of good and services.

Curriculum Considerations: Economics

Resources	Activities	Evaluations
Teacher-made transparency on Economic Model of Scarcity	1. Student will analyze the projects model and be able to concentrate on the basic questions which all societies must answer, recognizing that because of scarcity all societies must make choice regarding the what, how, and for whom questions.	Objective test items will be included on introductory economic unit,(ie Most economic decisions made in the market in the U.S. are: a) consumer preferences b) managers of factories c) officials of party in power d) central planning agency.
Film: "Anatomy of Free Enterprise."	2. Screen and discuss film "Anatomy of Free Enterprise" which traces the power of the market to reflect the choice of the buyer in what we produce, how we distribute the language of our production.	Observation of the discussion.
Record: "Nothing Happens Until Somebody Sells Something" by Red Motley	3. Play and discuss the record relating production, distribution and consumption.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: a) Student will be able to give examples of the need for cooperation due to interdependency created by job specialization.

Curriculum Considerations: Economics.

Resources	Activities	Evaluations
Peer Group Social Studies Resource Center Workers in local area	1. The students will interview factory workers and determine the extent of cooperation that is necessary between workers to assure continuing production.	Based on students' reports, prepare product flow chart. Observe the discussion.
Film: "It Takes Everybody To Build This Land." (University of Minnesota)	2. Students will trace the vertical integration of a specific product, noting the changes in jobs due to specialization, (i.e. farmer to supermarket (bread) or oil well to gas pump).	
	3. Show film and discuss it.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: a) The student will be able to explain the values to be gained from employee-employer cooperation.

Curriculum Considerations: Economics, psychology, social problems.

Resources	Activities	Evaluations
Small student groups Teacher Library-Newspapers Magazines Wisconsin State Employment Service representative Local industrial personnel representative	1. Divide the class into small groups to work on the solution of a problem. Discuss the problems that occurred in reading the solution.	Observation of the discussion. Comparative judgment of the two methods.
	2. Have on group work the problem and the remainder of the class do it independently to see if group work gains more than individual work.	Observation of discussion. Judge the presentation of the findings.
	3. Class discussion on leadership--fellowship, and what it is to accomplish.	
	4. Research a well-run organization, interviewing managers and laborers on the importance of good employer-employee relations.	

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 146. - Recognize and accept the influences of many factors on career development. (Peers, family, significant adults, community, geography, economics, Etc.)

Behavioral Objective: a) Student should identify the effects of peers, family, significant adults, community, geography and economics on career development.

Curriculum Considerations: Social problems, psychology.

Resources	Activities	Evaluations
L.T.I. Multi-Media Center Basic texts Peers Libraries Social Studies Resource Center	1. Have each student report to the class on how environment and individual potential would influence specific occupations.	Observation on class report. Present diagram to class for evaluation.
	2. Diagram one occupation that will show how the environment influences it. (Class project)	
	3. Discussion (class) on the factors. (Environmental and individual potential) that influence career development.	

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) A student will be able to describe and move toward acceptance of societal needs versus individual needs in career planning.

Curriculum Considerations: Social problems and psychology (12)

Resources	Activities	Evaluations
Newspaper --Trade Journal Wisconsin State Employment Service Social Science Resource Center L.T.I. Career Information Center School Counselor	1. Selected students visit the state employment bureau and determine the present and projected vacancies in tentative job choice areas. Report back to the class on their findings.	Observation of class reports. Grade the student lists and outline objectively for content and validity to present situation.
	2. List some occupations which may diminish in importance within the next ten to fifteen years. Suggest how workers might utilize the knowledge of change to their advantage rather than suffer because of it.	
	3. Outline a program for obtaining a position which has been advertised in a newspaper and include a written description of the facts about yourself you would try to present to the prospective employer.	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: X - Job characteristics and individuals must be flexible in a changing society.

General Objective: 192 - Understand that sex, race, creed and socio-economic background affect career choice.

Behavioral Objective: a) The student will be able to cite court rulings which declare discrimination in hiring as illegal and unconstitutional.

Curriculum Considerations: Social problems, American history, world history.

Resources	Activities	Evaluations
Constitution of United Stated	1. Analyze the principle of equality in American Tradition.	Objective exam on Constitution.
Books: Historical H.S. Unit 1 by Wade and Wade		Student evaluates role playings.
Souls of Black Folk by C.V.E.B. DuBois	2. Students investigate arguments in Ferguson--The Separate but Equal Clause (Role-Playing)	Essay exam discussin effects of segregation.
	3. Discuss Dubois concept that America has been deprived of Negro contribution because of discrimination and segration.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 192 - Understand that sex, race, creed and socio-economic background affect career choice.

Behavioral Objective: b) The student will identify the need for integration in the work world in order to insure the principle of equality.

Curriculum Considerations: World History

Resources	Activities	Evaluations
Book: The Shaping of Western Society by Fenton (Chapter 11)	1. Group work--Analyze selection in reading 47 and relate each to the effects of inequality on employment.	Essay exam concerning classical cases of discrimination in employment problem.
Film: 16 mm "Harvest of Shame" (University of Minnesota)	2. Introduce and show film and discuss it.	Evaluate discussion by examination of relating discrimination and employment problem in today's world.

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: X - Environment and individuals potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) Student will identify those limiting factors that help to determine the level of attainment one can expect in a given area.

Curriculum Considerations: Psychology

Resources	Activities	Evaluations
Various psychological tests.	1. Counselor presentation should acquaint students with measuring devices that psychologists use to get a perspective once over.	Objective exam that will measure student's ability to recognize methods of measurement and its validity.
Book: Introduction to Psychology by Dunwiddie (Chapter 5) Chapter on individual differences and intelligence.	2. Self-analysis of limiting factors concerning his own particular case.	Student will evaluate this activity with teacher cooperation.
General Aptitude Test Battery		
Davis Vocational Test		
Counselor		

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148. - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) Student will be able to list personal expectations from an occupational experience.

Curriculum Considerations: Psychology, social problems.

Resources	Activities	Evaluations
Books: Dunwiddie Problems in Democracy Chapters 3 and 5	1. List the expectations desirable to a student.	Teacher evaluation of list.
Basic psychology textbooks dealing with human needs. Resource people from local industries. Workers and employers.	2. Research occupational area to determine status, economic benefit, security, Etc., that are usually associated with this occupation.	Evaluate papers or possible oral presentation of paper for student evaluation. Student and teacher evaluation of presentation (Panel presentation).
Murray Banks (tape) "What to Do Until the Psychiatrist Arrives" Peers and teacher	3. Panel presentation dealing with the usual rewards that are desirable to individuals and society. Examine attitudes toward rewards and outcome of work.	Critical observation of individual participation.
	4. Discuss what is "really" important as far was work outcome is concerned.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149. - Understand that career planning has an effect on effect on one's life style.

Behavioral Objective: a) Student should identify the characteristics of life style that correspond to various occupations.

Curriculum Considerations: Psychology, Social problems, American History.

Resources	Activities	Evaluation
Books: Hilgard Introduction to Psychology (Chapters 20-21)	1. Students discuss a) the status of occupations, b) student can write a paragraph in class that expresses his expectation of life style of various occupations, c) discussion of paragraph.	Teacher observation and evaluation of paragraph.
James Brice - American Commonwealth		Student evaluation of paragraph.
Occupational Outlook Handbook		Teacher evaluation of short paper.
Wade - A History of the U.S. (Chapter 2)		Quiz on Chapter 2.
	2. Research occupation of student's choice in the area of worker life style.	
	3. Students should discuss the life style of politicians in 1890.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an affect on one's life.

Behavioral Objective: b) Student should relate his career plan to his desired life style.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Book: Problems in Democracy by Dunwiddie (Chapter 5)	1. Students can prepare a chart that shows the relationship between life style and career.	Essay on life style and career planning.
Occupational Outlook Handbook	2. Panel discussion or role playing that will decide typical life style of the occupations students themselves select.	

WORK WORLD

Grades 10-12 To be emphasized

Factors: Individual Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective: a) To have the student compare the relationship between job satisfaction and mental health.

Curriculum Considerations: Psychology

Resources	Activities	Evaluations
Basic texts: Introduction to Psychology by Hilgard (Chapters 20-21)	1. Review readings that will show that there is a relationship between job satisfaction on mental health and discuss.	Observation of participants in these discussions.
Psychology--It's Principles and Applications by Engle (Harcourt, Brace & World, Incorporated)	2. Discuss techniques for releasing tension.	Paper on relationships of job satisfaction with mental health.
Film: "Anger at Work" (University of Oklahoma) (Dis-International Film Bureau)	3. Have students show the importance of effective emotional control on the job.	
School Guidance personnel		
Heston Personal Adjustment Inventory (Harcourt, Brace and World Incorporated)		

WORK WORLD

Grades 10-12
To be emphasized Factors: Social, Economic, Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 195 - Understand that the socio-economic background of the individual may affect career opportunities.

Behavioral Objective: a) Student will be provided experiences which expose present discriminatory practices based on socio-economic conditions and relate him to career opportunities.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
Film: "Harvest of Shame" (University of Minnesota) Representative of local migrant group	1. Screen the CBS report, giving the story of life as it exists for the migrant worker today and discuss the living conditions of this group and propose sound political solutions to alleviate the situation.	Grade the adequacy of individual research reports and share the best ones with the class for class dimmation.
Social studies resource center Textbook		Observation of the discussion.
Newspaper and periodicals Reader's Guide to Literature	2. Ask a representative of a local group to speak to class about migrants and their needs.	Observe the student reaction to the presentation.
Mead Public Library Interview with political leaders	3. Research the political elective process and determine what limitation upon career success are imposed by socio-economic status at the federal, state and local level.	

WORK WORLD

Grades 10-12 To be emphasized

Factors: Social-economic-political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) The students will be able to generalize how leisure time activities complement work experience.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
16 mm film: "Better Use of Leisure Time" (B.A.V.I.) Peer group Psychology texts and resource books Social Studies Resource Center	1. Screen the 16 mm film and have students list the beneficial use of leisure time activities, hobbies, part-time work, Etc. (Change from regular work, opportunity to learn and application of long range goals).	Consolidate into "master" board list.
	2. Students will report on part-time or summer jobs and attempt to relate them to skills achieved or developed in their leisure activities.	No individual or overall evaluation is recommended since not all students will be able to complete the activity due to the delimiting nature.
	3. Examine psychological studies and report the results of tests which measure interests and relate them to avocational and/or vocational choice.	Based on student reports and class discussion.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 197 - Understand that career will determine friends, associates, and status in community.

Behavioral Objective: a) The student will explain how your friends, associates and status in a community may be determined by your career.

Curriculum Considerations: Social problems, psychology

Resources	Activities	Evaluations
Teacher Peer groups List of occupations Questionnaire People to interview	1. Teacher presentation and class disucssion on how people select their friends and associates.	Essay test. Observe the discussion on the lists prepared. Collate the results and write an analysis of the findings.
	2. The students will rank occupations, from a list of 15 found in the community, according to the status they feel they hold.	
	3. The student will interview ten people asking them questions concerning their own status, and the status of friends, and associates.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Student will participate in career and work simulation games and relate these experiences to various occupations.

Curriculum Considerations: Social studies (world history, U.S. History, economics and social problems.

Resources	Activities	Evaluations
Job Experience Kits American Government Simulation Series Economic Decision Games (Science Research Associates)	1. Students will select a work-simulation experience from one of the twenty representative occupations and solve the problems of a particular occupation on the SRA, Job Experience Kits.	Based on subjective teacher analysis of students verbalization of work simulation. Based on indivual and group assignments (homework or class).
	2. Students will operate and make decisions in the environment of demands, pressures, needs, and goals like the men who work in government.	Debriefing sessions upon completion of the simulation and role-playing will be equated to real life situations and the needs of human resources in each critical situation will be evaluated by the entire class.
	3. Student will simulate and role-play many economic situations. (i.e. labor-management relations, inflationary or deflationary trends, banking, trade, Etc.)	

CAREER PLANNING		Grades 10-12		Factors: Training and Education
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: a) Student should list those common characteristics that will help an individual perform satisfactorily in a variety of occupations.

Curriculum Considerations: Social problems

REsources	Activities	Evaluations
Book: Problems in Democracy by Dunwiddie (Chapter 5) Occupational Outlook Handbook Local Resource people in various occupations Dictionary of Occupational Titles L.T.I. Career Information Center	1. Students should participate in panel discussion dealing with general career areas and describe the characterisitcs (physical and emotional) that would be important for a person working in this career area.	Teacher and student evaluation of the panel presentation.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: b) Student should identify the sources of occupational opportunities.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Book: *Problems in Democracy* by Dunwiddie (Chapter 5)	1. Discuss: a) What are the needs that many individuals share? b) How well do certain occupational areas meet these needs? c) Could another work area meet their needs as well?	Student evaluation of discussion.
Occupational Outlook Handbook		
Dictionary of Occupational Titles		
School and City Library	2. Students research areas and materials where career information may be obtained. Students outline three areas where materials may be found relating to career information. Also an outline covering those differing occupations.	
L.T.I. Career Information Center		
Guidance personnel		
Kits: "Career Information Kit" "Occupational Exploration Kit" (Science Research Associates)		
"Sextant Series" (Sextant)		
Wisconsin State Employment Service		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) The student will identify the talents that he has and locate three to five jobs that would utilize these talents.

Curriculum Considerations; Social problems

Resources	Activities	Evaluations
Student Occupational Outlook Handbook D.O.T. L.T.I. Career Information Center Kuder Preference Record Occupational Interest Inventory Strong V.I.B. General Aptitude Test Battery Scholastic Aptitude Test Peer Group	1. The student will subjectively through self analysis develop a list of talents he possesses and find three to give jobs that would utilize these talents. 2. The student through interest, personality, Etc., tests will develop a list of talents he possesses and find three to five jobs that would utilize these talents. 3. The student will develop a list of talents he has by finding out what others think of him and find three to five jobs that would utilize these talents.	Teacher discussion with students involving attitudes and information.

CAREER PLANNING Grades 10-12 To be emphasized Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective: a) Student will discover the existence of some of the new materials, which can aid him in sequential planning for his career development.

Curriculum Consideaations: Social problems

Resources	Activities	Evaluation
WISC Deck of cards and Reader Printer Technical school and college catalogs Trade school directory	1. The students will take a scheduled time and use the WISC Reader printer on an occupation of his choice.	Observation Judge the paper or oral report Judge the critique
Career Education Directory (Wisconsin Vocational-Technical) "Guide to College Majors" The NEWIST 16 mm film series on Occupational Choice	2. He will discover and report on the progressive steps necessary for him (or her) to enter this occupation. He will identify a Particular education or training school or program at each step.	Compilation of the resource file Student and teacher observation.
	3. Students will see the series of NEWIST films, and do a critique on them as far as their own needs, and the help the films give to them. Have them make constructive suggestions for these, or other films to be made in the future by professional groups.	
	4. Students can compile a resource file for use by future classes or for younger groups.	
	5. Students could make their own film on the steps in a process of career development, and/or on material avaiaable.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually develop within occupational clusters.

Behavioral Obejctive: a) The students will take an occupational cluster and chart of jobs and indicate the new jobs that have developed in the last ten years.

Curriculum Considerations: Social problems, economics

Resources	Activities	Evaluations
L.T.I. Career Information Center Resource people Film: "Vocations in Agriculture" (University of Minnesota)	1. The students either individually or in groups will research an occupational cluster and prepare a chart of the occupations that exist within that cluster indicating the new jobs that have emerged.	Chart of jobs. Student will identify new jobs in paper test chart.
Wisconsin State Employment Service Guidance Counselor Occupational Outlook Handbook	2. Show a film on an occupational cluster such as: Vocations in Agriculture.	

CAREER PLANNING — Grades 10-12 To be emphasized — Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) A student will be able to predict the careers choices available because of individual educational decisions.

Curriculum Considerations: Social problems

Resources	Activities	Evaluation
List of teacher pre-selected occupations Wisconsin Vocational-Technical Career Education Directory Occupational Exploratory Kit (Grades 9-12) (L.T.I. Career Information Center)	1. Students will examine a list of selected occupations and determine which fields are available to them and identify the courses in high school which have provided some background for various occupations.	Observe and judge the individual competence on the student project. Grade students' lists of decisions.
Occupational Outlook Handbook (1971)	2. Students will list their post educational decisions and relate the explicit and implicit impact upon their tentative career choice.	

CAREER PLANNING
Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) Students will outline the educational factors that will lead to advancement in the work world.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
Occupational Outlook Handbook (1970-71 Edition) Wisconsin Educational Directory Wisconsin State Employment Service Guidance Personnel	1. Write outlines of specific occupations including: a) What educational activities are available in order to advance in an occupation. b) What are the rewards of the experienced.	Check outlines. Observation of discussion.
Personnel Directors of various companies (Kohler) Employees in special work area. L.T.I. Career Information Center.	2. Resource speakers or panel of outside workers on factors that lead to advancement with class discussion on the material presented.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, Economic, Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-management, government and public dynamics act to influence the nature and structure of work.

Behavioral Objective: a) Students will examine the influence of labor-management, government and public dynamic upon the work structure.

Curriculum Considerations: All social studies, except pyschology.

Resources	Activities	Evaluations
Literature: Reader's Guide to Periodical Literature *A History of the American Labor Movement* by Joseph G. Raybeck *Labor in America* by Foster	1. Students will be given a lecture on the American Labor Organization, defining the types of unions and providing reasons why workers form unions and the attitude of employers toward collective bargaining.	Written tests and daily oral participation determine the student's knowledge of labor-management concepts and the government's role.
Rhea Dulles (AFL-CIO Publications) Social Studies Textbooks: Section on Cabor *American Labor Struggle* by Samuel Yellen	2. Students will research the American Labor movement and report on early unions, the A.F.L., the C.I.O. and trends toward unity and present problems of A.F.L.-C.I.O.	Essay questions: a) What do you understand by collective bargaining? b) How might labor-management relations be improved?
A Theory of the Labor Movement by Selig Perlman *The Economics of Trade Unions* by Albert Rees	3. Selected labor-management vocabulary will be developed and will be categorized as a tool, tactic or aim of labor or management or both.	If you were eligible, would you want to join a labor union? Why, or why not?
16 mm film: "Working Together" (Encyclopedia Britannica)	4. Class groups will collaborate, write and present three-minute scripts of the "You are There" type on the aims and weapons used by labor and management to gain their ends.	Observe discussion of film.
	5. Show and discuss film, "Working Together."	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV - ~~Various~~ guoups ~~and~~ ~~instituti~~ons influence the nature and structure of work.

General Objective: 199 - Understand the direct and indirect influence exerted upon the nature and structure of work by a) law; b) labor-management; c) professional associations, and 4) licensing requirements.

Behavioral Objective: a) Student will list the influence of laws, labor-management, professional associations and licensing requirements upon work.

Curriculum Considerations: All social studies, except psycholoyy.

Resources

L.T.I. Career Information Center

Reader's Guide to Literature

Social Studies textbooks

State pamphlets on vocational requirements.

Activities

1. Use of wall charts and chalkboard Labor legislation will be covered by charts by class leaders and posted on board, and as each law is studies, students will attempt to determine the place on arc.

Pro-labor Anti-Labor

Labor
Laws

Law & Date	Provision Effects
NLRA	
Taft-Hartley	
Fair Labor	
Et. Al	

2. Student will do a research project on a labor or management association and examine the state requirements to obtain a license in a selected work area of his choice.

Evaluations

Include questions on the unit test. (i.e.: True-False) The Taft-Hartley Act is sometimes called Labor's Magna Charta. (False, Wagner).

State in your own words what is meant by labor problems. Do you think this problem can ever be solved by means of legislation?

Grade research projects for objectivity, validity and content.

SELF

Grades 10-12

To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective:
a) A student will identify resources which will facilitate personal career planning.
b) A student will indicate his ability to use the identified resources.

Curriculum Considerations: Social Problems

Resources	Activities	Evaluations
Library Dictionary of Occupational Titles	1. The student will visit the Multi-Media Center to see what is available there on career information.	Prepare a list of resources for career information.
Occupational Outlook Handbook Guidance counselor Resource people	2. The guidance counselor will come in and explain the resources available.	Write a paper on your career choice from the information you gaimed from your resources.
L.T.I. Career Information Center Wisconsin State Employment Service.	3. The student can do research into the various facilities that have career information and develop their own list of resources pertaining to their career choice.	

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) The student will choose an occupation area in which he would like to work. The student will explain the factors necessary for competency in this occupational area. The student will analyze himself and compare his competencies to those needed in his occupational area. The student will explain how he can pick up the competencies he lacks.

Curriculum Considerations: Psychology, social problems.

Resources	Activities	Evaluations
Resource people L.T.I. Career Information Center Science Research Associates Vocational Planning Inventory Kuder E and Kuder D Interest Inventories	1. The student will do occupational research using primary and secondary sources to determine the competencies necessary in his occupational area. The student will do self-analysis through the use of self-analysis activities. The student will research areas that will help him pick up the deficiencies.	Prepare a paper. Paper and/or oral presenaation. Panel discussion and teacher observation.
	2. Teacher presentation and classroom discussion.	
	3. If you have several people interested in the same area, let them work in groups.	

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 169 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) A student will be able to list criteria by which he can arrive at accurate and pertinent career information.

Curriculum Considerations: Grade 12 social problems.

Resources	Activities	Evaluations
Career Education Directory (Wisconsin Board of Vocational Technical and Adult Education)	1. Have students make a list of criteria in occupational areas that will show accurate and pertinent career information.	Observation of students work. Essay question to have the student show the necessary criteria related to career information.
Occupational Outlook Handbook (1970-71 edition)	2. Class discussion on results of these lists.	
Filmstrip: FS/C 28 "Preparing for the Jobs of the 70's." (L.T.I. Career Information Center)		

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their crreer planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world ow work.

Behavioral Objective: a) A student will list reasons why his social studies classes will have meaning for his future as wage earner and as a person.

Curriculum Considerations: Social studies.

Resources	Activities	Evaluations
Book: *Problems in Democracy* by Dunwiddie L.T.I. Career Information Center	1. Teacher presentation stressing the following points: a) Work and social activity b) Relationship between social studies and communication c) Relationship between social studies and sociability	Exam discussing relationship between social studies and careers. Research paper, pupil presentation.
	2. Class discussion	Observation of the discussion
	3. In depth research of one area of social problems showing relationship between discipline (i.e. geography, political science) and career planning.	Judge the research paper.

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) A student will identify his positive and negative personal attitudes and show the relationship to his present and future employability.

Curriculum Considerations: Social studies, Grades 10-12

Resources	Activities	Evaluations
Book: "Problems in Democracy" by Dunwiddie	1. Student will fill out personality inventory.	Student self-evaluation.
		Quiz on film.
Film: "Personal Qualities for Job Success" (Coronet)	2. Show film	Observation of discussion.
	3. Discuss relationship of personality and career planning.	

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be developed

Concepts: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) A Student will identify and discriminate between the continuing effects of environmental and social changes upon the individual by examining specific historical settings and/or events.

Curriculum Considerations: World History, U.S. History.

Resources	Activities	Evaluations
Film: "Our Immigrant Heritage" (University of Minnesota Sources) Families	1. Class discussion on the problems and the risks taken when one went from the old world to the new. Go into the advantages and disadvantages of both worlds.	Observation of class discussion. Essay question on problems of environmental and social changes.
	2. Students trace their own family background and the environmental and social changes that took place.	Judge paper or oral report given by students.

CAREER PLANNING

Grades 10-12
To be developed

Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: b) A student will be able to list and explain the causes of the change from an agricultural to an industrial society in the areas oɪ technology, politics, demography, economics, and philosophy.

Curriculum Considerations: World History, U.S. History

Resources	Activities	Evaluations
Books: Exploring Some Myths About the Industrial Revolution by Fenton	1. Ask students to bring to class pictures that illustrate the transformation of the American environment by industrialization.	Observe student activiteis and grade them. Include questions on the unit test, and evaluate understanding from results
The Epic of Modern Man--The Industrial Revolution Reconsidered by Stavrianos	2. Develop a chart summarizing agricultural and industrial inventions in England.	
Panorama of Past Vol. 1 "Historians Differ on Impact of Industrial Revolution"by Synder	3. Write imaginary editorials attacking the employment of children in factories.	
The Human Adventure Volume 2 "Child Labor in Factories" by Eisen		
Child Labor Volume 1 by Synder	4. Screen and discuss the film "The Industrial Revolution in England," annotating the causes and results.	
Film: "The Industrial Revolution in England (B.A.V.I.)		
Fenton Readings on economic growth in England and transparency set	5. Examine the government's influence, the social environment and economic changes in England by historiaal readings and overhead transparency set, noting causes and results of change in England in the 1700's.	
	6. Prepare a debate on: Industrialization has made government control of economic life necessary.	

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) A student will be able to cite specific examples of job creation, modification, and elimination caused by technological and societal changes in modern history.

Curriculum Considerations: World History

Resources	Activities	Evaluations
Social Studies Resource Center Peer group Book: Automation is not the Villian by Peter F. Drucker Teacher's list of selected occupations in 1900's	1. Students will be shown pictures of an industry or service that has been effected by automation, i.e. an automatic bowling pin and scoring machine and ask: a) How was this done before? b) How might the use of the equipment offset job opportunities? c) How might your plans for employment be affected by continued invention and use of automatic equipment to produce goods and services? d) What solutions have been proposed?	Based on student discussion and Agree-Disagree item -- Organized labor should insist that no new machines be introduced for ten years. Judged by teacher.
	2. Student will be given a list of jobs that existed in 1900 and attempt to discuss the reasons for the modification or elimination of as many jobs as possible.	

CAREER PLANNING

Grades 10-12
To be developed

Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: b) A student will be able to demonstrate how and why jobs are created, modified, and eliminated by technological change.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Resource people Library and Social Studies Resource Center Textbook Teacher	1. The student selects an occupational area and does research on the job situation as to jobs' creation, elimination, and modification.	Grade the paper. Essay questions. Observation, discussion and summary writing.
	2. Teacher presentation of an occupational area and how the jobs have changed.	
	3. Break the class into groups and do research into the job situations in an occupational area.	

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 200 - Accept the necessity for the individual to change jobs due to changing structure of work.

Behavioral Objective: a) Student should identify the factors contributing to the changing work structure in beginning of Modern Europe.

Curriculum Considerations: World History

Resources	Activities	Evaluations
World History texts and encyclopedias Social Science Resource Center Historical readings on Middle Ages and Crusades, Etc. City Hall, Chamber of Commerce Labor Unions Peer Group L.T.I. Career Information Center	1. Students will examine the political, social, economic changes that occurred in the later Middle Ages and list the causes and results of factors which leads to growth of trade, towns, guilds, middle class, Etc.	Grade student lists and summarize changes by a master chalk board chart.
	2. Students can write an imaginary diary of a Crusader, including the reasons why they went on the Crusades.	Objectively grade, discuss and read best selections to class.
	3. Group discussion. Each group could represent a guild and draw up a charter of regulations and present to the entire class. The apprentice and journeyman system of Middle Ages will be compared to the present method of skill development in jobs.	Subjectively observe student presentations. Written or oral presentations.
	4. A comparison of life in the medieval towns with life in the cities of today. Students investigate the extent to which trade and cities are tied together by obtaining information from the Chamber of Commerce and City Hall.	

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 200 - Accept the necessity for the individual to change jobs due to changing structure of work.

Behavioral Objective: b) Student should examine the degree of mobility and adaptability of the Modern Europena work force and relate it to the changing work structure.

Curriculum Considerations: World History

Resources	Activities	Evaluations
World History texts and encyclopedias Social science resource center Historical readings on Middle Ages and Crusades, Etc.	1. Students will examine the political, social, economic changes that occurred in the later Middle Ages and list the causes and results of factors which leads to growth of trade, towns, guilds, middle class, Etc.	Grade student lists and summarize changes by a master chalkboard chart. Objectively grade, discuss and read best selections to class.
City Hall, Chamber of Commerce Labor Unions Peer Group	2. Students can write an imaginary diary of a Crusader, including the reasons why they went on the Crusades.	Subjectively observe student presentations.
L.T.I. Career Information Center	3. Group discussion. Each group could represent a guild and draw up a charter of regulations and present to the entire class. The apprentice and journeyman system of Middle Ages will be compared to the present method of skill development in jobs.	Written or oral presentations.
	4. A comparison of life in the medieval towns with life in the cities of today. Students investigate the extent to which trade and cities are tied together by obtaining information from the Chamber of Commerce and City Hall.	

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 201 - Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: a) The student will be able to explain the personal adjustment that must be made if he is to advance in his chosen occupation.

Curriculum Considerations: Social problems, psychology

Resources	Activities	Evaluations
Book: Problems in Democracy. Use Personality Inventory from this. By Dunwidde	1. Fill out personality inventory.	Evaluate data on inventory.
	2. Show relationship between personality adjustments and occupational success.	Evaluate essay concerning this relationship.
	3. Teacher presentation and class discussion.	Observation of the discussion.

WORK WORLD
Grades 10-12
To be developed
Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) To have the student relate the willingness to accept responsibility with career advancement in his occupation.

Curriculum Considerations: Social problems, psychology.

Resources	Activities	Evaluations
Resource people Peer Teacher	1. Class discussion on importance of responsibility of careers advancement.	Class observation on presentation. Judge written papers. Judge the compilation of results.
Organization charts of business.	2. Write paper or diagram the advancement in a given occupation to show how one can accept career responsibility.	
	3. Interview people in the community who have advanced in their chosen occupations to determine why they have advanced.	

WORK WORLD

Grades 10-12
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.'

General Objective: 203 - Recognize that changing job characteristics require specialized education, preparation, and training.

Behavioral Objective:
a) A student will be able to trace the evolutionary nature of specific job characteristics.
b) A student will be able to list the specialized education, preparation, and training of his selected job training.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Local people	1. Have each student take a specific job and tract its evolution.	Observe class discussion.
L.T.I. Career Information Center		Examine papers.
Industrial speaker	2. Class discussion on results.	Judge the chart or outline the student has prepared.
	3. Students interview people in community in relation to their evolution to their present job.	
	4. Industrial speaker to discuss evolutions of job characteristics in his area.	
	5. Students research the education needed, where found, preparation and training for two job training areas.	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective: a) A student will be able to discover and explain that workers must be retrained in view of social problems caused by job obsolescence.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Local resource people	1. a) Student should interview local employers to determine how job market regaines new skills.	Judge the interview reports on periodicals and newspapers.
Magazines: Time, Newsweek, New Republic	b) Reports on periodical articles dealing with unemployment.	Judge the presentation of results.
Newspaper: local, state, national.	c) Newspaper analysis. Help Wanted ads.	Essay test.
Personnel directors		Evaluation of labor-management discussion. Written.
Business executives	2. Student will research occupations to discover requirements for job promotions.	
Management Personnel		
Union Personnel		
	3. Class discussion on the social problems created by job obsolescence and the possible solutions to these problems.	
	4. Bring in a labor and management leader to discuss the topic of job obsolescence and retraining	

Resources	Activities	Evaluations
	5. Personnel director or other executive come in to speak to the class on promotion in job and what it takes to be promoted.	
	6. Teacher presentation and class discussion on promotion and additional training.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behaviroal Objective: b) A student will be able to justify the fact that job promotions often entail additional training.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Local resource people Magazines: *Time*, *Newsweek*, *New Republic* Newspapers: local, state, national	1. a) Student should interview local employers to determine how job market regaines new skills. b) Reports on periodical articles dealing with unemployment. c) Newspaper analysis. Help wanted ads.	Judge the interview reports on periodicals and newspapers. Judge the presentation of results.
Personnel Directors Management Personnel Union Personnel Business Executives	2. Student will research occupations to discover requirements for job promotions.	Essay test. Evaluation of labor management discussion.
	3. Class discussion on the social problems created by job obsolescence and the possible solutions to these problems.	
	4. Bring in a labor and management leader to discuss the topic of job obsolescence and retraining.	

Resources	Activities	Evaluations
	5. Personnel director or other executive come in to speak to the class on promotion in job and what it takes to be promoted.	
	6. Teacher presentation and class discussion on promotion and additional training.	

WORK WORLD   Grades 12   Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) A student will be able to explain the adjustment necessary to maintain employment in a specific job area.

Curriculum Considerations: Social Problems

Resources	Activities	Evaluations
Wisconsin State Employment Service Local business representative Local workers	1. The student will interview a skilled worker, semi-skilled, unskilled worker and management or professional worker to determine what each must do to maintain his employment.	Research paper. Observe the discussion created by the speaker. Essay test.
	2. Speakers to come in to explain the changes that have occurred and what he has had to do to meet these changes.	
	3. Teacher presentation and class discussion.	

VOCATIONAL EDUCATION

VOCATIONAL EDUCATION

VOCATIONAL EDUCATION RATIONALE

The dissemination of materials on careers and occupational information has always been included as a part of Vocational Education Programs.

With this thought in mind, the career centered materials formulated in this guide are an endeavor to establish this information in an acceptable form for all areas in Vocational Education.

No attempt has been made to pin-point specific areas, but rather to establish a tool useable for all. Each teacher using this guide will adopt and include materials pertinent to his field.

In this guide the designation 10, 11, 12 refers to the first, second, and third year level.

Five-Week Participants

Greg Kautza - Sheboygan
Glenn Kral - Sheboygan
Henry Lorger - Cedar Grove
Don McCabe - Oostburg
William Mullen - Sheboygan
Don Pangborn - Sheboygan
Arden Wandrey - Sheboygan
David Wolslegel - Oostburg

SELF

Grades 10
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: a) The student will analyze and formulate his own interest ability, attitude and values.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluatuions
Student record	1. Study scores.	Encourage students to evaluate own potential.
Wisconsin State Employment Service		
	2. Study profile charts.	Teacher check of self-evaluation inventory sheets.
Kuder Preference Inventory		
General Aptitude Test Battery	3. Class discussion.	
Stanford Achievement Test		
Film: "Aptitudes and Occupations" (Coronet)	4. Talk by counselor	
Filmstrips: FS/R 12 "Vocational Decisions" "Career Opportunities" CFs/4 (L.T.I. Career Information Center)	5. Fill out form (self-evaluation inventory)	
	6. Filmstrips	
	7. Film	

SELF

Grades 10
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strnegths and limitations.

Behavioral Objective: a) The student will organize strengths and limitations.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance counselor	1. Study scores.	Encourage students to evaluate own potential.
Strongs Preference Inventory		
Henman-Nelson Intelligence Test	2. Study profile charts.	Teacher check of student's self-evaluation inventory.
Differential Aptitude Test		
	3. Class discussion.	
Film: "Aptitudes and Occupations" (Coronet)		
	4. Talk by counselor	
Filmstrips: FS/R 12 "Vocational Decisions" "Career Opportunities" CFS/4 (L.T.I. Career Information Center)	5. Fill out forms (self-evaluation inventory)	
	6. Filmstrips	
	7. film	

SELF

Grades 10
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will recognize the individuals right to choose an occupation.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Occupational Outlook Handbook	1. Class discussion	Teacher interpretation of student reaction.
Occupational Exploratory Kit (Science Research Associates)	2. Role playing by students	
Films: "Aptitude and Occupations" (Coronet)	3. films	
"Jobs in the World of Work: A Good Place to Be" (Mc Graw-Hill)		

SELF

Grades 10
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) The student will accept any persons occupational choice.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance Series Booklets	1. Films	**Teacher interpretation of student reaction.**
Occupational Outlook Handbook		
Kit: "Occupational Exploration Kit" (Science Research Associates)	2. Role playing by students.	
Films: "Aptitude and Occupations" (Coronet)	3. Class discussion.	
"Jobs in the world of Work-- A good Place to Be" (Mc Graw-Hill)		

SELF

Grades 10
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) The student will accept the principle the people can achieve dignity and work through work.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Occupational Outlook Handbook	1. Films	Teach interpretation of student reaction.
Kit: "Occupational Exploration Kit" (Science Research Associates)	2. Role playing by students.	
Films: "Aptitude and Occupations" (Coronet)	3. Class discussion	
"Jobs in the World of Work: A Good Place to Be" (Mc Graw-Hill)		

WORK WORLD

Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: a) The student will show the importance of leisure time activities and how they relate to personal needs and work.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student	1. Class discussion.	Teacher's judgment of reaction.
Teacher		
Films: "Hobbies for Business or Pleasure" "How to Investigate Vocations" (Coronet films)	2. Films	
	3. Student presentation of hobbies.	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective: a) Given an occupation, the student will determine and describe intrinsic values of work.

Curriculum Considerations: Vocational education.

Resources	Activities	Evaluations
Speaker	1. Class discussion.	Teacher's judgement of students' reaction.
Teacher and students		
Filmstrip: CFS/6 "The Meaning of Work." (L.T.I. Career Information Center)	2. Speaker	
	3. Filmstrip	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Given an occupational field, the student will list job specializations and their interdependency.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student	1. Teacher presentation	Grade students on the success of their mass produced item.
Teacher		
Filmstrip: CFS/5 "Automation" (L.T.I. Career Information Center)	2. Class discussion	Teacher evaluation of critique.
Films: "How a Product was Made" (B.A.V.I.) (University of Wisconsin)	3. Films	
"American Maker" (Jam Handy Organization)	4. Filmstrip	
"It Takes Everybody to Build this Land" (Encyclopedia Britannica)	5. Guest speaker	
Guest speaker from local industry.	6. Mass production activity by the students in class--starting with the designing and following through the selling.	
	7. Field trips and critiques.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) Given a product, the student will be able to select the various occupations that contributed to its development and completion.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student	1. Teacher presentation	Grade students on the success of their mass produced item.
Teacher		
Filmstrip: CFS/5 "Automation" (L.T.I. Career Information Center)	2. Class Discussion	Teacher evaluation of critiques.
	3. Films	
Films: "How a Product was Made" (B.A.V.I.)		
	4. Filmstrip	
"American Maker" (Jam Handy Organization)		
"It takes Everybody to Build this Land." (Encyclopedia Britannica)	5. Guest speaker	
Guest speaker from local industry.	6. Mass production activities by the students in class, starting with the designing and following through the selling.	
	7. Field trip and critiques.	

WORK WORLD

Grades 10
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: a) The student will be able to define a job family.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Dictionary of Occupational Titles	1. Students will read reports and briefs.	Teacher subjective evaluation of report.
Occupational Outlook Handbook		Teacher interpretation of student reaction.
Kits: "Occupational Exploratory Kit" "College Occupational Exploratory Kit" "Widening Occupational Roles Kit" (Science Research Associates) (L.T.I. Career Information Center)	2. Student research. 3. Reports by students on occupations.	
Film: "Your Job--Finding the Right One."	4. Film, "Your Job--Finding the Right One."	
	5. Class discussion	

WORK WORLD

Grades 10
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations that may be classified in several ways.

General Objective: 179 - Recognize the different methods of classifying occupations. i.e. occupational clusters, industry geographic factors, natural resources, economic factors, and trends.

Behavioral Objective: a) The student will be able to analyze the different methods classifyin occupations and how careers develop in job families.

Curriculum Considerations: Vocational Education.

Resources	Activities	Evaluations
Dictionary of Occupational Titles	1. Students will read reports and briefs.	Teacher subjective evaluation of report.
Occupational Outlook Handbook		
Kits: "Occupational Exploration Kit" "College Occupation Exploratory Kit" "Widening Occupational Roles Kit"	2. Student research.	Teacher interpretation of student reaction.
(Science Research Associates) (L.T.I. Career Information Center)	3. Report by student.	
Film: "Your Job--Finding the Right One." (Coronet Films)	4. Film, "Your Job--Finding the Right One."	
	5. Discussion by class.	

WORK WORLD

Grades 10
To be emphasized

Factors: Structure and Nature

Concept IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) Given an occupational field the student will be able to describe the structure of job levels.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Dictionary of Occupational Titles Occupational Outlook Handbook	1. Students will read reports and briefs.	Teacher subjective evaluation of report.
Kits: "Occupational Exploratory Kit" "College Occupational Exploration Kit" "Widening Occupational Roles Kit" (Science Research Associates) (L.T.I. Career Information Center)	2. Student research 3. Reports by students	Teacher interpretation of student reaction.
Film: "Your Job--Finding the Right One." (Coronet Films)	4. Film , "Your Job--Finding the Right One." 5. Discussion	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: a) Given an occupational field, the student will list examples of his potential financial and personal rewards.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: FS/C 34 "Choosing Your Career" (L.T.I. Career Information Center)	1. Each student will make a list of his potential personal and financial needs and rewards.	Student reaction interpreted by teacher. Teacher's subjective evaluation of list.
	2. Filmstrip.	
	3. Class discussion.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 142 - Appreciate that individual and social needs can be met through work.

Behavioral Objective: a) The student will describe how individual and social needs can be met through work.

Curriculum Considerations: Vocational Education.

Resources	Activities	Evaluations
Filmstrip: FS/C 31 "Preparing for the World of Work" (L.T.I. Career Information Center)	1. The student will make a list of social needs.	Teacher evaluation of how students' needs were met in regard to the occupation they chose.
	2. The student will explain how these needs can be met through his work.	Teacher interpretation of students' reactions.
	3. Filmstrip.	
	4. Discussion.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) The student will explain how an occupation can influence leisure time activities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: CF/S 4 "Interests Pay Off" (L.T.I. Career Information Center)	1. Teacher presentation.	Teacher interpretation of students' reactions.
	2. Class discussion.	
	3. Filmstrip.	

WORK WORLD

Grdaes 10-12
To be emphasized

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People will work for different reasons and receive different rewards.

Behavioral Objective: a) The student will be able to analyze why people work for different reasons.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student Teacher	1. Teacher presentation	Teacher interpretation of students' reactions.
Filmstrip: Job Attitude Series "Why Work at All."	2. Class discussion	
	3. Filmstrip	

WORK WORLD

Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 181 - People will work for different reasons and receive different rewards.

Behavioral Objective: b) The student will be able to analyze why people work for different rewards.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student Teacher	1. Teacher presentation	Teacher interpretation of student's reactions.
Filmstrip: CFS/6 "The Meaning of Work" (L.T.I. Career Information Center)	2. Class discussion 3. Filmstrip, "The Meaning of Work."	

CAREER PLANNING
Grades 11-12
To be emphasized
Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) Given an occupational field, the student will be able to list local job opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Wisconsin State Employment Service	1. Speaker-W.S.E.S	Teacher evaluation of student reactions.
Speaker/Associated industries and manufacturers	2. Slides	
Slides--"Local Jobs" (L.T.I. Career Information Center)	3. Field trips	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: b) Given an occupational field the student will be able to prepare himself for a job description.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Industrial personnel manager	1. Teacher presentation	Check application samples for neatness, accuracy, clarity, spelling, Etc.
Application blanks from local industries.	2. Guest speaker	Teacher and class criticism of taped practice interview.
Taped interviews-examples		
Films: "Job Interviews Getting Started" (Mc Graw Hill)	3. Fill out application sample	Teacher reactions to class discussions. Objective tests.
"Your Job--Applying for It" (Coronet)	4. Practice interviews	
"	5. Films	Students responses in the interview and application.
Filmstrips: CFS/6 "The Job Interview" "How to Find a Job for Yourself." CFS/7 (L.T.I. Career Information Center)	6. Filmstrips	Teacher evaluation of student appearance and conduct in respect to job situations.
"Getting and Keeping Your First Job" "Your Job Interviews" (Guidance Associates)		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 153 - Analyze the relationship between learning and earning through on the job experience.

Behavioral Objective: a) Student will be able to evaluate the relationship between learning and earning through on the job experiences.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Local business or Lakeshore Technical Institute personnel	1. Speakers	Teacher evaluation of students' reaction.
Films: "Your Job--Wood Work Habits" "Your Job--Getting Ahead" (Coronet) "You Can Go A Long Way" (Encyclopedia Britannica) "Jobs and continuing Education" "Jobs and Advancement: On the Move" (Mc Graw Hill) "The Remarkable School house" (National Association of Manufacturers)	2. Films	Objective test Teacher's reaction to class discussion.
Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates)	3. Filmstrips	

CAREER PLANNING   Grades 10-12   Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: a) Given an occupational field, the student will be able to evaluation the value of training or continuous education and its effect on career development potential.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Local business or Lakeshore Technical Institute Personnel	1. Speakers from business and industry.	Teacher evaluation of students' reactions.
Films: "Your Job--Good Work Habits" "Your Job--Getting Ahead" (Coronet)	2. Films	Objective test Teacher's reaction to class discussion.
"You Can Go a Long Way" (Encyclopedia Britannica)	3. Filmstrips	
"Jobs and Continuing Education" "Jobs and Advancement" On the Move" (Mc Graw Hill)	4. Discussion on how this information effects them as a student.	
"The Remarkable School House" (National Association of Manufacturers)		
Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates)		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) Given an occupational field, the student will list occupational possibilities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speakers: Wisconsin State Employment Service	1. Speakers	Teacher evaluation of students' reactions to speakers and discussion.
Local business and industry	2. Research report	
Films: "Careers in Agriculture" "Careers in Building Trades" "Do I Want to Be a Secretary" (Coronet Films)	3. Films	Speakers' evaluation of students' reactions.
"Jobs for Man, Where Am I Going." "Jobs for Women, Where Am I Going" (McGraw Hill Company) "Where the Action Is" (L.T.I. Career Information Center) Filmstrips: "The Wonderful World of Work" "Workers for the Public Welfare" "Are You Looking Ahead" (Eye Gate)	4. Filmstrips	Teacher evaluation of report. Class discussion Objective tests.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: b) Given an occupational field, the student will be able to indicate the relationship of school subjects to these occupational possibilities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speakers: Local business Local industry Guidance	1. Speakers	Teacher evaluation of students' reaction to films and speakers.
Films: F1 "Where the Action Is" (L.T.I. Career Information Center)	2. Films	Teacher and counselor evaluations of students' programs in relation to chosen occupations.
"Your Career In Printing" (University of Minnesota)	3. Filmstrips	
Filmstrips: FS/C 22 "Dropping Out: Road to Nowhere." (L.T.I. Career Information Center)	4. Individual counseling to establish a program of study.	
"High School Course Selection and Your Career" "How to Succeed in High School." (Guidance Associates)		
Career Education Directory (Wisconsin Board of Vocational Technical and Adult Education)		

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Given an occupational field, the student will be able to illustrate examples where professional technical occupations are increasing.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker: Business Industry	1. Speaker	Teacher and speaker evaluation of students' reactions.
Films: "Labor Force in Flux" "What is Automation" "Technician in Our Changing World." (University of Minnesota)	2. Films 3. Filmstrip	Objective test.
"Craftsmanship and Automation" (Education Film Life Association, Incorporated)	4. Class discussion	
"Where the Action Is" (L.T.I. Career Information Center)		
Filmstrip: "An Overview of Technical Education" (Guidance Associates)		

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, skilled and service occupations are increasing.

Behavioral Objective: b) Given an occupational field, the student will be able to illustrate examples where skilled occupations are increasing.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker: Business, Industry	1. Speaker	Teacher and speaker evaluation of students' reactions.
Films: "Labor Force in Flux" "What is Automation" "Technician in Our Changing World." (University of Minnesota)	2. Films	Objective test.
"Craftsmanship and Automation" (Education Film and Life Association, Incorporated)	3. Filmstrip 4. Class discussion	
"Where the Action Is" (L.T.I. Career Information Center)		
Filmstrip: "An Overview of Technical Education" (Guidance Associates)		

WORK WORLD Grades 10-12 To be Emphasized Factors: Structure and Nature

Concept: VI Education and work are interrelated

General Objective: 183 Understand that demands for certain professional, skilled and service occupations are increasing

Behavioral Objective: c) Given an occupational field, the student will be able to illustrate examples where service occupations are increasing

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker: Business & Industry	1. Speaker	Teacher and speaker evaluation of students' reactions
Films: "Labor Force in Flux" "What is Automation" (University of Minnesota)	2. Films	Objective Test
Film: "Craftsmanship and Automation" (Education Film Life Association, Inc.)	3. Filmstrips	
	4. Class Discussion	
Film: "Technician in Our Changing World" (University of Minnesota)		
Filmstrip: "An overview of Technical Education" (Guidance Associates)		
Film: F1 "Where the Action Is" (LTI Career Information Center)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: VI Education and work are interrelated

General Objective: 184 Understand career opportunities in relation to availability of training

Behavioral Objective: a) Given an occupational field, the student will be able to identify career opportunities

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker-WSES, local business and industry	1. Speakers	Teacher evaluation of students' reactions to speakers and discussion. Speakers evaluation of students' reactions.
Films and Filmstrips: "The World of Work" "Workers for the Public Welfare" "Are you Looking Ahead" (Eye Gate)	2. Research Report 3. Films	Teacher evaluation of report Class discussion
Films: "Careers in Agriculture" "Careers in Building Trades" "Do I Want to Be a Secretary" (Coronet)	4. Filmstrips	Objective Tests
Filmstrip "Where the Action Is" (LTI Career Information Center)		
Films: "Jobs for Men, Where Am I Going" "Jobs for Women, Where Am I Going" (McGraw Hill)		

WORK WORLD

Grades 10-12 to be Emphasized

Factors: Social-Economic-Political

Concept: VI Education and work are interrelated

General Objective: 184 Understand career opportunities in relation to availabity of training

Behavioral Objective: b) Given an occupational field, the student will be able to relate career opportunities to available training

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/local business and industry, guidance	1. Speakers	Teacher evaluation of students' reaction to films and speakers/
Film: "Where the Action Is" (LTI Career Information Center)	2. Films	Teacher and counselor evaluations of students' programs in relation to chosen occupations
Filmstrip: FSC/22 "Dropping out-Road to Nowhere" (LTI Career Information Center)	3. Filmstrips	
Filmstrips "High School Course Selection and your Career" "How to Succeed in High School by Trying" (Guidance Associates)	4. Individual counseling to establish a program of study	
Film: "Your Career in Printing" (University of Minnesota)		
Career Education Directory (Wisconsin Board of Vocational, Technical, and Adult Education)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: VI Education and work are interrelated

General Objective: 185 Understand that continuous education and training will enhance one's career development potential

Behavioral Objective: a) Given an occupational field, the student will be able to list examples where continuous education or training can enhance career development potential

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/local business or Lakeshore Technical Institute personnel	1. Speakers	Teacher evaluation of student's reactions Objective Test
Films: "Your Job-Good Work Habits" "Your Job-Getting Ahead" (Coronet)	2. Films	Teacher's reaction to class discussion
Films: "You can Go along Way" (Encyclopedia Britannica)	3. Filmstrips	
"Jobs and Continuing Education" "Jobs and Advancement: On the Move" (McGraw-Hill Films)		
Film: "The Remarkable Schoolhouse" (National Association of Manufacturers)		
Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: VI Education and work are interrelated

General Objective: 186 Understand that one's education and training will affect his employability potential

Behavioral Objective: a) Given an occupational field, the student will be able to describe how his education or training will affect his employability potential

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/local business or lakeshore Technical Institute personnel	1. Speakers	Teacher evaluation of students' reactions Objective Test
Films: "Your Job-Good Work Habits" "Your Job-Getting Ahead" (Coronet)	2. Films	
Films: "You Can Go A Long Way" (Encyclopedia Britannica)	3. Filmstrips	
"Jobs and Continuing Education" "Jobs and Advancement: On the Move" (McGraw-Hill Films)		
Film: "The Remarkable Schoolhouse": (National Association of Manufacturers)		
Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates)		

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) The student will identify his personal attributes.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Student record Guidance counselor	1. Study scores.	Encourage students to evaluate own potential.
Wisconsin State Employment Service	2. Study profile charts.	Teacher check of class inventory.
Tests: Kuder Preference Inventory Strongs Preference Inventory General Aptitude Test Battery	3. Class discussion.	
Henman-Nelson Intelligence Test Stanford Achievement Test	4. Talk by counselor	
Film: "Aptitudes and Occupations" (Coronet)	5. Fill out form	
Filmstrips: FS/R 1 "Vocational Decisions" "Counseling in Vocational Decisions"	6. Filmstrips	
"Career Opportunities" CFS/4 (L.T.I. Career Information Center)	7. Film	
	8. Discuss the relationship of physical, mental, and other characteristics to jobs.	

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 145 - Accept the uniqueness of other individuals.

Behavioral Objective: a) The student will compare the uniqueness of individuals.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/psychologists	1. Teacher presentation.	Teacher evaluation of student responses.
	2. Class discussion on how uniqueness may effect occupational choice.	

CAREER PLANNING
Grades 10-12
To be emphasized
Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) Given an occupational field, the student will identify examples where technological change has affected task requirements and employment opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Local business and industry	1. Speaker	Teacher and speaker evaluation of student reactions.
Newspapers, magazines, trade journals, Etc.	2. Student reports	Evaluation of report.
Films: "Concretes Finest Fifty Years" (Portland Cement Association)	3. Films	Class discussion Objective test.
"The Story of Productivity" (Do All Company)	4. Filmstrips	
"Automation--What Is It" (National Association of Manufacturers)		
"The Story of Printing" (E.B.F.)	5. Class discussions	
"What is Automation" (University of Minnesota)		
"The Living Machine" (AFL-CIO)		
"The Thinking Machine" (Educational Film Library Association)		
"Where the Action Is" (L.T.I. Career Information Center)		
Filmstrip: FS/R 48 "Careers in the World of Computers" (L.T.I. Career Information Center)		
"Preparing for the Jobs of the 70's" (Guidance Associates)		

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career plannnng.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: a) Given an occupational field, the student will be able to explain trends and how they affect his career selection.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speaker/Wisconsin State Employment Service	1.Speaker	Teacher evaluation of student reactions.
Newspapers, magazines, trade journals, Etc.	2. Student scrapbook of employment opportunities.	Objective evaluation of scrapbook by teacher.
Sound slide series of local industries		Objective test questions.
Filmstrip: "Preparing for the JObs of the 70's and 80's" (L.T.I. Career Information Center)	3. Filmstrips	
Occupational Outlook Handbook		

WORK WORLD
Grades 10-12
To be emphasized
Factors: Social-Economic-Political

Concept: VIII Occupational Supply and demand has an impact on career planning

General Objective: 187 Understand that production, distribution, and consumption relate to jobs and the economic structure

Behavioral Objective: a) Given an occupational field, the student will be able to explain the part production, distribution & consumption plays in relationship to jobs.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Business and Industry	1. Speaker	Teacher and speaker evalvation of student interest
Film: "The Factory" (University of Minnesota)	2. Filmstrips	Class Discussion
Films: "Competition in Business" (Coronet)	3. Films	
Filmstrip: "Science and Natural Resources" (EBF)	4. Class Discussion	
Films: "American Business Systems: Production Films and Marketing" (University of Indiana)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: VIII Occupational supply & demand has an impact on career planning

General Objective: 187 Understand that production, distribution and consumption relate to jobs and the economic structure

Behavioral Objective: b) Given an occupational field, the student will be able to explain the part production, distribution and consumption plays in relation to economic structure

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Local business and Industry	1. Speaker	Teacher and speaker evaluation of student reaction
Filmstrip: "Science and National Resources" (EBF)	2. Filmstrips	Class Discussion
Films: "Competition in Business" (Coronat)	3. Films	
"The Factory" (University of Minn.)	4. Class Discussion	
"American Buisness System: Production Film and Marketing" (University of Indiana)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: VIII Occupational supply & demand has an impact on career planning

General Objective: 188 Take in account the extent to which technological change may affect employment opportunities and task requirements of various occupations

Behavioral Objective: a) Given an occupational field, the student will be able to explain the extent to which the technological change affects employment opportunities and task requirements

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Local Business and Industry	1. Speaker	Teacher & speaker evaluation of student reations
Newspapers, magazines, Trade journals, etc.	2. Student reports	Objective evaluation of reports
Films: "Concretes Finest Fifty Years" (Portland Cement Association)	3. Films	Class discussions Objective Test Questions
"The Story of Productivity" (Do-All Co.)	4. Filmstrips	
"Automation-What is it" (National Association of Manufactures)	5. Class Discussions	
"The Story of Printing" (EBF)		
"What is Automation" (Universtiy of Minn.)		
"The Living Machine" (AFL-CIO)		
"The Thinking Machine" (Educational Film Lib. Association)		

Resources	Activities	Evaluation
Films: (Continued) "Where the Actions Is" (LTI Career Information Center)		
Filmstrips: FS/R46 "Careers in the World of Computers" (LTI Career Information Center)		
"Preparing for the Jobs of the 70'S" (Guidance Associates)		

WORK WORLD
Grades 10-12
To be Emphasized
Fators: Structure and Nature

Concept: IX Job specialization creates interdependency

General Objective: 189 Understand the need for cooperation among workers

Behavioral Objective a) Given an occupational field, the student will identify examples and explain the need for the existence of a cooperative effort among workers

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Local Business and Industry	1. Speaker	Teacher evaluation of students reactions to speaker and class discussion
Film: "Individual Motiuation and Behavior" (University of Minnesota)	2. Class Discussion	Teacher Evaluation of sociogram
Film: "Your Job-Fitting In" (Coronet)	3. Draw a Sociogram	Objective Test
Filmstrip: FS/c 23 "Your Personality: The You Cthers See" (LTI Career Information Center)	4. Film	
	5. Filmstrip	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Structure and nature

Concept: IX Job Specialization Creates interdependency

General Objective: 190 Understand and appreciate the need for cooperation between employees and employers

Behavioral Objective: a) The student will explain the need for and give examples of cooperation between exployees and employers

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Labor Council AFL-CIO Labor Business and Industry	1. Speaker	Teacher Evaluation of class discussion and reaction to speaker
Films: "Motion Study on the Job" "Real Security" "Goals of Unions" (University of Minnesota)	2. Film 3. Class Discussion	Objective Test
Film: "Communications" (McGraw-Hill)	4. Taped Interviews	
Film: "Your Job-You and Your Boss" (Coronet)		
Film: "Office Team-Work" (Encyclopoedia Britonnica)		

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Structure and Nature

Concept: IX Job specialization creates interdependency

General Objective: 191 Understand that specialization is a process of continuous scientific and technological advances

Behavioral Objective: a) The student will identify and explain the part scientific and technilogical advances in industry in regards to specialization

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Labor Council AFL-CIO	1. Speaker	Teacher interpretation of class discussion
Films: "International Organazation" (McGraw Hill)	2. Field Trip-Business or Industry	Teacher interpretation of field trip Objective Test
Film: "Technalogical Development" (University of Minnesota)	3. Films	
	4. Class Discussion	

CAREER PLANNING Grades 10-12 Factors: Family, Peer, and Community
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 146 - Recognize and accept that his career choice may be influenced by job opportunities in his geographical area.

Behavioral Objective: a) Given an occupational field, the student will identify the relationship between geographic locations and job opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: CFS/7 "Where Will You Live and Work?" (L.T.I. Career Information Center)	1. Teacher presentation. 2. Filmstrip. 3. Class discussion.	Teacher interpretation of class discussion.

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) Given an occupational field, the student will be able to evaluate the need for compromise in career development.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Kits: "occupational Exploratory Kit"	1. Students use kits.	Teacher interpretation of class discussion.
"Career Information Kit" (L.T.I. Career Information Center)	2. Class discussion.	
Occupational Outlook Handbook		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer and Community

Concept: X - Environment and individual potontial interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: a) Given an occupational field, the student will identify the relationship between geographic locations and job opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: CFS/7 "Where Will You Live and Work?" (L.T.I. career Information Center)	1. Teacher presentation 2. Filmstrip 3. Class discussion	Teacher interpretation of class discussion.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: b) Given an occupational field, the student will interpret this relationship in terms of his local job opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: FS/C 53 "A Survey of Jobs at the Kohler Company" (L.T.I. Career Information Center)	1. Speaker	Teacher interpretation of class discussion.
Speaker/Local industry /Employment office	2. Filmstrips	
Slide sound series developed by local industry. (L.T.I. Career Information Center)	3. Class discussion	

CAREER PLANNING — Grades 10-12 To be emphasized — Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 158 - Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective: a) The student will be able to evaluate those expectations in terms of his own desires and what others have for him.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Parents and family Counselors	1. Written paper by students comparing career expectations others have for him and his occupational desires.	Teacher evaluation of students' papers.

WORK WORLD
Grades 10-12
To be Emphasized
Factors: Individual
Psychological

Concept: X Enviornment and individual potential interact to influence career development

General Objective: 192 Understand that sex, race, creed and socio-economic background may affect career choice

Behavioral Objective: a) The student will evaluate the implications that sex, socio-economic background, race, and creed may have on career choices

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Film: "Social Class In America" (McGraw-Hill)	1. Teacher Presentation	Teacher Interpretation of class discussion
Film: "Individual Motivation and Behavior" (Indiana University)	2. Films	
Film: "Personal Qualities for Job Success" (B.A.V.I.)	3. Class Discussions	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Individual
Psychological

Concept: X Enviornment and individual potential interact to influence career development

General Objective: 193 Understand and accept that individual ability will determine in part the level of attainment in a given career area

Behavioral Objective: a) Given an occupational field, the student will identify factors of individual ability that affect the level of attainment as they relate to his own career aspirations

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Booklet: S.R.A. "Do Your Dreams Match Your Talents" (Science Research Assocation)	1. Teacher Presentation 2. Film	Teacher Interpretation of class Discussion
Booklet: "Discovering Your Real Interests" (Science Research Assocation)	3. Read Booklets	
Film: "Personal Qualities for Job Success" (Bavi)	4. Class Discussion	
Filmstrip: CFS/8 "Skills that Pay Off" (LTI Career Information Center)		

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) Given an occupational field, the student will identify the economic benefits resulting from an occupation that influences his life style.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Films: "Your Earning Power" (Coronet)	1. Teacher presentation	Teacher evaluation of class discussion.
"Jobs and the World of Work" (McGraw Hill)	2. Films	Teacher evaluation of students' lists.
"Setting the Standard" (National Association of Manufacturers)	3. Filmstrip	
Filmstrip: CFS/7 "Where You Will Live and Work." (L.T.I. Career Information Center)	4. Speaker/Personal experiences of students	
Book: Careers and Occupations" (J. G. Fergeson)	5. Class discussion	
Speaker/Personal experiences of student	6. List economic benefits resulting from occupations that influence his life style.	
	7. List status factors.	
	8. List security benefits	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an effect on one's life style.

Behavioral Objective: a) Given an occupational field, the student will be able to state how career planning will affect his life style, status, and security.

Curriculum Considerations: Vocational Education.

Resources	Activities	Evaluations
Films: "Your Earning Power" (Coronet)	1. Teacher presentation	Teacher evaluation of class discussion.
"Jobs and the World of Work." (Mc Graw Hill)	2. Films	Teacher evaluation of student's list.
"Setting the Standard" (National Association of Manufacturers)	3. Filmstrip	
Filmstrip: CF/S 7 "Where You Will Live and Work" (L.T.I. Career Information Center)	4. Counselor	
Book: Careers and Occupations (J. G. Fergeson)	5. Personal experiences of student.	
Personal experiences of student.	6. Class discussion	
	7. Students list--Economic benefits resulting from occupations that influence his life style.	
	8. List status factors.	
	9. List security benefits	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Individual Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective: a) Given an occupational field, the student will describe how job satisfaction influences mental well being.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Film: "Jobs in the World of Work" (McGraw-Hill)	1. Teacher presentation	Teacher interpretation of class discussion.
FC/64 "Job Attitudes, Why Work At All" (L.T.I. Career Information Center)	2. Films	
	3. Class discussion	

WORK WORLD

Grades 10-12 Factors: Social-Economic-Political
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 195 - Understand that the social-economic background of the individual may affect career opportunities.

Behavioral Objective: a) Given an occupational field, the student will identify social economic factors that may affect career opportunity.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Film: "At Home 2001" "Cities of the Future" (National Association of Manufacturers)	1. Films	Teacher interpretation of class discussion.
Filmstrips: FS/C 32 Part II "Getting and Keeping Your First Job."	2. Filmstrips	
FS/C 64 "Job Attitudes, Why Work at All" (L.T.I. Career Information Center)	3. Class discussion	

WORK WORLD Grades 10-12 Factors: Social-Economic-Political
To be Emphasized

Concept: XI Occupations and life stylas are interrelated

General Objective: 196 Understand that leisure time and avocational activities can complement work as a means of self expression

Behavioral Objective: a.) Given an occupational field, the student will relate leisure time and avocational activities to his occupation and how they can complement his work

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Booklet "Enjoying Leisure Time" (Science Research Association)	1. Film	Teacher Interpretation of class discussion
Film: "Of time, work and Leisure" (Bau)	2. Filmstrips	
Filmstrip: CFS/8 "What Vocational studies can do for You" (LTI Career Information Center)	3. Book (read)	
Film: "For Business or Pleasure" (National Association of Manufacturers)	4. Class Discussion	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economic-Political

Concept: XI Occupations and life styles are interrelated

General Objective: 197 Understand that career will determine friends, associates, and status in community

Behavioral Objective: a.) Given an occupational field, the student will describe how his career will influence who his friends and associates are and his status within the community

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Film: "Making and keeping Friends" (Science Association)	1. Films	Teacher interpretation of class discussion
	2. Class Discussion	
Film: FC/64 "Job Attitudes-Why Work at All" (LTI Career Information Center)	3. Read Booklets	
Booklets: SRA Guidance Series Booklets		
Occupational Outlook Handbook		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Given an occupational field, the student will be able to identify career horizons through simulated activities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Teacher Student	1. Use kits	Teacher interpretation of students' project methods.
Kit: "Job Experience Kit" (Science Research Associates)	2. Students will perform industrially related project methods.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: b) Given an occupational field, the student will be able to identify career horizons through work situations.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: "Jobs for High School Students" (L.T.I. Career Information Center)	1. Filmstrip	Teacher interpretation of class discussion.
	2. Class discussion on part-time work experiences.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: a) Given a career field, the student will catagorize the wide range of occupations that exist.

Curriculum Considerations: Vocational Education.

Resources	Activities	Evaluations
Kits: "Occupational Exploration Kit" (Science Research Associates)	1. Use of dictionary.	Teacher evaluation of lists.
"Industrial Career Kit" (Career Incorporated)	2. Use kits	Teacher evaluation of question, answer session.
Dictionary of Occupational Titles	3. Students list occupations that exist.	
	4. Question and answer period	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: b) Given a career field, the student will describe the opportunities that exist to meet individual needs.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: FS/R 12 "Vocational Decisions:"	1. Filmstrips	Teacher evaluation of students' lists.
"Career Opportunities" (L.T.I. Career Information Center)	2. Students describe and list individual needs.	Teacher interpretation of class discussion.
	3. Students list opportunities that exist to meet these needs.	
	4. Class discussion.	

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) Given a career field, the student will be able to list several job alternatives that utilize his talents.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: CFS/8 "Skills That Pay Off" (L.T.I. Career Infommation Center)	1. Filmstrips	Teacher interpretation of class discussion.
"Preparing for the World of Work." FS/C 31 (L.T.I. Career Information Center)	2. Class discussion 3. Students use kits	Teacher evaluation of student's lists.
Kit: "Occupational Exploratory Kit" (Science Research Associates)	4. Students list job alternatives that utilize their talents.	
Dictionary of Occupational Titles (L.T.I. Career Information Center)		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective: a) Given a career field, the student will demonstrate tasks he could learn and perform through experience in several occupational tasks.

Curriculum Considerations: Vocational Education

REsources	Activities	Evaluations
Kit: "Job Experience Kit" (Science Research Association)	1. Use Kit	Teacher interpretation of experiments and projects.
	2. Project methods and experiments.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 163 - Identify and utilize systematically only valid sources of occupation information.

Behavioral Objective: a) Given an occupational field, the student will systematically identify and utilize occupational information.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Kits: "Industrial Careers" (Careers Incorporated)	1. Speaker counselor	Teacher observe utilization of students using kits.
"Occupational Exploration Kit" (Science Research Association)	2. Students use kits	
Speaker/Guidance Counselor		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective: a) Given an occupational field, the student will be able to identify factors which may have relevance in career decisions.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Kit: "Occupational Exploratory Kit" (Science Research Associates)	1. Use Kit	Teacher interpretation of student's list and explanations.
	2. List and explain factors which have relevance to career decisions.	Teacher interpretation of class discussion.

CAREER PLANNING

Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective: a) Given an occupational field, the student will be able to evaluate the relevant factors and implications of present decisions in future decisions.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: FS/C 34 "Choosing Your Career" "Interests Pay Off" CFS/4 (L.T.I. Career Information Center)	1. Film	Teacher interpretation of students' lists and explanations.
	2. Filmstrip	Teacher interpretation of class discussion.
Film: "Attitudes and Occupations" (B.A.V.I.)	3. Class discussion	
Kit: "Occupational Exploratory Kit" (Science Research Associates)	4. Use kit	
	5. List and explain factors which have relevance to career decisions.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requries a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually develop within occupational clusters.

Behavioral Objective: a) Given an occupational field, the student will be able to designate occupational clusters.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Kits: "Occupation Exploratory Kit"	1. Use Dictionary	Teacher interpretation of discussion.
"Widening Occupational Roles Kit" (Science Research associates)	2. Use kits	
Dictionary of Occupational Titles Volumes 1 and 2 (L.T.I. Career Information Cneter)	3. Class discussion on what a cluster is and on how jobs develop within these clusters.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually developed within occupational clusters.

Behavioral Objective: b) Given an occupational field the student will be able to explain how new jobs develop within the occupational clusters.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Kits: "Occupation Exploration KIt" "Widening Occupational Roles Kit" (Science Research Associates)	1. Use dictionary 2. Use Kits	Teachers interpretation of discussion.
Dictionary of Occupational Titles Volumes 1 and 2	3. Class discussion on what a cluster is and on how jobs develop within these clusters.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) Given an occupational field, the student will be able to list educational decisions that may have implication on career opportunities.

Curriculum Considerations: Vocational EDucation

Resources	Activities	Evaluations
Filmstrips: FS/C 34 "High School Course Selection and Your Career"	1. Filmstrips	Teacher interpretation of class discussion.
"Preparing for the World of Work." FS/C 31 (L.T.I. Career Information Center)	2. Class discussion	Teacher evaluation of students' lists.
"If You're Not Going to College." (University of Minnesota)	3. Students list some educational decisions that affect career decisions.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) Given an occupational field, the student will be able to analyze advancement opportunities.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Film: "Your Job--Getting Ahead" (Coronet)	1. Film	Teacher evaluation of students' lists.
Filmstrip: FS/C 36 "An Overview of Technical Education" (L.T.I. Career Information Center)	2. Filmstrip	Teacher interpretation of class participation.
Speaker (Industrial)	3. Speaker	
Personal Experiences of students.	4. Occupational research	
	5. Interviews	
	6. List advancement opportunities.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV Various groups and institutions influence the nature and structure of work

General Objective: 198 Understand that labor-management, government and public dynamics act to influence the nature and structure of work

Behavioral Objective: a) Given an occupational field the student will list the ways labor-management act to influence the nature and structure of work

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Films: "You and Your Boss" "The labor Movement Beginnings and growth in America" (Coronet)	1. Film 2. Filmstrip	Teacher interpretation of class discussion Teacher evaluation of students' lists
Filmstrip: FSR/20 "Labor Unions" (LTI Career Information Center)	3. Speaker/Union management	Question and Answer Session Teacher check of student list
Film: "Goals of Unions" (University of Minnesota)	4. Class Discussion	
	5. Interviews	
	6. Students list ways labor and management influence nature and structure of work	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Social-Economical- and political

Concept: XIV Various groups and institutions influence the nature and structure of work

General objective: 198 Understand that labor management, goverment and public dynamics act to influence the nature and structure of work

Behavioral Objective: b.) The student will list the way government acts to influence the nature and structure of work

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker - Government representative	1. Speaker to School Assembly	Teacher's evaluation of students' themes
	2. Students write theme on speaker's presentation	

WORK WORLD — Grades 10-12 To be Emphasized — Factors: Social-Economical-Political

Concept: XIV Various groups and institutions

General Objective: 198 Understand that labor-management, goverment and public dynamics act to influence the nature and structure of work

Behavioral Objective: c) The student will list the way public dynamics acts to influence the nature and structure of work

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Magazines	1. Teacher Presentation	Teachers interpretation of class discussion
Newspapers		Evaluation of material
	2. Class Discussion	
	3. Cut out material from magazines and newspaper that draw public dynomics	

WORK WORLD   Grades 10-12 To be Emphasized   Factors: Social-Economic-Political

Concept: XIV Various groups and institutions influence the nature and structure of work.

General Objective: 199 Understand the direct and indirect influence exerted upon the nature and structure of work by (a) Laws (b) Labor-management (c) Professional Associations, and (d) Licensing requirements.

Behavioral Objective: a.) Given occupational fields, the student will list examples of direct and indirect influences that laws exert upon the nature and structure of work

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Film: "Growth of Big Business in America" (Coronet)	1. Tape	Teachers evaluation of students' lists
	2. Film	Teacher interpratation of class discussion
Tape: "International Law, Private Business" (University Minnesota)	3. Speaker/certified Public Accountant	
Speaker/C.P.A.		
	4. Class Discussion	
	5. Students list direct and indirect influences that laws exert upon work	

WORK WORLD　　Grades 10-12　　Factors: Social-Economical
To be Emphasized　　Political

Concept: XIV Various groups and institutions influence the nature and structure of work

General Objective: 199 Underatand the direct and indirect influence exerted upon the nature and structure of work by A) Laws B) Labor-management C) Professional Associations D) Licensing Requirements

Behavioral Objective: b.) Given occupational fields, the student will list examples of direct and indirect influences that labor-management and professional associations exerts upon the nature and structure of work.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Speaker/Labor and management	1. Speaker	Teacher interpretation of class discussion
Film: "Jobs and their Environments" (McGraw Hill)	2. Film	
	3. Class discussion on direct and indirect influences that labor exerts	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 199 - Understand that direct and indirect influence exerted upon the work by a) Law; b) Labor-Management; c) Professional Associations; d) Licensing Requirements.

Behavioral Objective: c) Given occupational fields the student will list examples of direct and indirect influences that licensing requirements exerts upon the nature and structure of work.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Speakers	1. Speakers	Teacher interpretation of class discussion.
Licensing Official County State City Federal	2. Class discussion	
Area Building trades man		

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) Given a general background, the student will be able to identify sources of career information.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance Department	1. Speaker--guidance counselor	Teacher evaluation of students' lists of sources.
L.T.I. Career Information Center		
Wisconsin State Employment Service	2. List sources of career information.	Teacher's evaluation of the class discussion.
Occupational Outlook Handbook	3. Class discussion	
Occupational Exploration Kit (Science Research Associates)		
Guidance Series Booklets (Science Research Associates)		

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150- Become acquainted with and utilize resources available for career planning.

Behavioral Objective: b) Having selected an occupational field, the student will be able to identify various educational and occupational plans.

Curriculum Considerations: Vocational Education.

Resources	Activities	Evaluations
Speakers/Guidance or L.T.I. Career Information Center	1. Teacher presentation	Teacher's evaluation of response of students.
Filmstrips: FS/C 27 "Should You Go To College" (L.T.I. Career Information Center)	2. Speaker	
"Apprentice Training" (AFL-CIO)	3. Filmstrips	
	4. Class discussion	

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career plannings.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) Having selected an occupational field, the student will be able to identify various methods to gain entry level skills.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: FS/C 33 "If You're Not Going To College" "Vocational Decisions" FS/R 12	1. Teacher presentation	Teacher evaluation of reaction of students.
"It's Your Future" FS/R 13 (L.T.I. Career Information Center)	2. Films	Teacher check of student lists.
Films: F1 "Where the Action Is." (L.T.I. Career Information Center)	3. Filmstrips	
"Onward and Upward" (National Association of Manufacturers)	4. Student will list skills necessary for entry level.	

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are respsonsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: b) Having selected an occupation, the student will choose and pursue an appropriate method to gain the skills necessary for entry level employment.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance Department (L.T.I. Career Information Center)	1. Speaker	Teacher evaluation of students' lists of resources.
Wisconsin State Employment Service	2. List sources of career information	Teacher evaluation of class discussion.
Pamphlets (U.S. Department of Labor)	3. Class discussion	
Occupational Outlook Handbook		

CAREER PLANNING

Grades 10-12
To be developed

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 169 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) Given an occupational field, the student will be able to identify accurate and pertinent career information.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance Department	1. Speaker/Guidance	Identification of only accurate and pertinent information.
Filmstrip: FS/C 31 "Preparing for the World of Work" Part 1 (L.T.I. Career Information Center)	2. Student conference	

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: a) Given an occupational field, the student will explore skills necessary in that occupation.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Guidance counselor	1. Filmstrips	Teacher interpretation of class discussion.
Filmstrips: CFS/4 "How to Study Occupations"	2. Guidance counselor	
"A,B,C, of Getting a Job"-- Part 1 and 2. FSC.31 (L.T.I. Career Information Center)	3. Class Discussion	

CAREER PLANNING

Grades 10-12
To be developed

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: b) Given an occupational field, the student will be able to relate his high school courses to the occupational skills.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: "High School Course Selection and Your Career." "How to Make A Career Decision." (L.T.I. Career Information Center)	1. Filmstrips 2. Field trips	Teacher interpretation of class discussion.
Film: F1 "Where the Action Is" (L.T.I. Career Information Center)	3. Speaker/Industry 4. Class discussion	

CAREER PLANNING

Grades 10-12
To be Developed

Factors: Information Gathering

Concept: XV Individuals are responsible for their career planning

General Objective: 171 Understand the relationship between personal attitudes in high school and employability

Behavioral Objective: a) Given an occupational field, the student will be able to correlate personal attitudes in school with employment

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Filmstrip: TC-1 "Vocational Interviews" and Cassettes (LTI Career Information Center)	1. Teacher Presentation	Teacher Interpretation of class Discussion
	2. Class Discussion on personal attitudes as they relate to work	Teacher evaluation of students' report
	3. Filmstrip	
	4. Student report paralleling his personal attitudes with the attitudes found in the cassesttes about an occupation	

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CAREER PLANNING

Grades 10-12
To be Developed

Factors: Information Gathering

Concept: XV Individuals are responsible for their career planning

General Objective: 171 Determine and pursue educational and/or occupational plans

Behavioral Objective: b) Given an occupational field, identify the desirable social and emotional charasteristics of people employed

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Cassettes "Your Job Fitting In" (LTI Career Information Center)	1. Films	Teacher Interpretation of class Discussion
Film: "How to keep a Job" (B.A.V.I.)	2. Cassettes	
Film: "Vocational Interviews" (LTI Career Information center)	3. Class Discussion	

CAREER PLANNING   Grades 10   Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) The student will be able to identify environmental change and recognize the adjustments necessary in any given occupational field.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Films: "Environment for Enterprise" (University of Minnesota)	1. Films	Teachers evaluation of students list of environmental changes.
"Cities of the Future" "Autos, Autos Everywhere" "Conquering the Sea" "Man-Made Man" (National Association of Manufacturers)	2. Speaker-ecologist	Teachers evaluation of class discussion.
	3. Teacher presentation	
"A Man is a Job" (U.S. Employment Service)	4. Class discussion	
	5. Personal experience	
	6. Student's list of environmental changes.	

CAREER PLANNING Grades 10 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social change require the ability to adjust.

Behavioral Objective: b) The student will be able to identify social change and recognize the adjustment necessary in any given occupational field.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: CFS/4 (Set of 5) "Career Planning in a Changing World" "New Career Opportunities" "Preparing for the Jobs of the 70's" FS/C 28 (L.T.I. Career Information Center)	1. Filmstrips and cassettes.	Teacher evaluation of class participation.
	2. Teacher presentations.	Teacher evaluation of students lists of experiences.
	3. Class discussion.	Question and answer session.
	4. Personal experiences.	
	5. Students will list social changes that effect jobs.	
	6. Speaker	
	7. Studnet interview.	

CAREER PLANNING

Grades 10-12
To be developed

Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) The student will be able to identify jobs that have been changed, eliminated or created by technological change in a given occupational field.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: CFS/5 "Automation" "Careers in the World of Computers." FS/R 46 (L.T.I. Career Information Center) "Automation, What Is It?" (National Association of Manufacturers) "The Communication Explosion" "To the Moon" "Remarkable School House." (National Association of Manufacturers) Film: "What Is Automation?"	1. Filmstrips 2. Films 3. Speaker 4. Teacher presentation 5. Class Discussion 6. Students will list some examples of technological changes that have affected jobs.	Question and answer. Teachers evaluation of students lists of changes.

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristis and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: b) The student will be able to identify jobs that have been changed, eliminated, or created by societal change in a given occupational field.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Film and filmstrip: "A Trip From Chicago" "The Mystery of Life" (National Association of Manufacturers)	1. Filmstrip	Questions and answers. Teachers evaluation of students list of changes.
	2. Film	
	3. Speaker	
	4. Teacher presentation	
	5. Class Discussion	
	6. Students will list some examples of technological changes that have affected jobs.	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be Developed

Concpt: XVI Job characteristics and individuals must be flexible in a changing society

General Objective: 200 Accept the necessity for the individual to change jobs due to changing structure of work

Behavioral Objective: a) Given an occupational field, the student will rationalize the necessity for individuals to change jobs due to the changing structure of the work world and formulate a line of occupational advancement

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Filmstrip: CFS/5 "Automation" (LTI Career Information Center)	1. Teacher Presentation	Teacher's evaluation of class discussion
Films: "Your Job Getting Ahead" "You and Your Boss" "Automation what Is It and what It Does" (Coronet films)	2. Speaker/Industry	Teacher evaluation of students' lists
	3. Film	
	4. Filmstrips	
	5. Class Discussion	
	6. Students will formulate a line of advancement and list some personal adjustments necessary	

WORK WORLD Grades 10-12 Factors: Structure and nature
To be Developed

Concept: XVI Job Characteristics and individuals must be flexible in a changing society

General Objecive: 201 Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: a) Given an occupational field, the student will correlate the relationship between advancement and responability and identify the personal adjustments necessary for advancement

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluation
Filmstrip: CFS/5 "Automation" (LTI Career Information Center)	1. Teacher Presentation	Teacher evaluation of class discussion
Films: "Your Job - Getting Ahead" "Your Job - You & Your Boss" "Automation what is it and what it does" (LTI Career Information Center)	2. Speaker from Industry	Teacher evaluation of student lists
	3. Film	
	4. Filmstrips	
	5. Class Discussion	
	6. Formuulate a line of advancement and list some personal adjustments necessary	

WORK WORLD — Grades 10-12 — Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) Given an occupational field, the student will be able to correlate the relationship between advancement and responsibility.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrip: CFS/5 "Automation" (L.T.I. Career Information Center)	1. Teacher presentation	Teacher evaluation of class discussion.
Films: "Your Job--Getting Ahead" "Your Job--You and Your Boss" "Automation, What is it and What it Does." (Coronet Films)	2. Speaker from industry	Teacher evaluation of student lists.
	3. Films	
	4. Filmstrip	
	5. Class discussion	
	6. Student will formulate a line of advancement and list some personal adjustments necessary.	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that job characteristics require specialized education preparation and training.

Behavioral Objective: a) Given an occupational field, the student will specify changing job characteristics that require specialized education, preparation and training.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: FS/C 31 "Preparing for the World of Work"	1. Teacher presentation	Question and answer. Teacher evaluation.
CFS/4 "New Career Opportunities" (L.T.I. Career Information Center)	2. Class discussion	Teacher check lists.
Films: "Education in America: 20th Century Developments" (University of Minnesota)	3. Films 4. Filmstrips	
"Onward and Upward" "The Class of 01" (National Association of Manufacturers)	5. Student will list changing characteristics that require specialized education preparation and training.	
"Jobs and Continuing Education" (McGraw-Hill Films)		

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that job characteristics require specialized education preparation and training.

Behavioral Objective: b) The student will be able to identify and explain training opportuntties.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: FS/C 36 "An Overview of Technical Education"	1. Teacher presentation	Teacher evalution of list of opportunities.
FS/C 33 "If You're Not Going to College"	2. Speaker/counselor	
FS/C 31 "Preparing for the World of Work" (L.T.I. Career Information Center)	3. Speaker/L.V.E.C.	
Film: "Onward and Upward" (National Association of Manufacturers)	4. Film	
Speaker/L.V.E.C.	5. Filmstrips	
	6. Students will list training opportunities.	

WORK WORLD　　Grades 10-12　　Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective: a) Given an occupational field, students will list and describe instances of job obsolescence that require retraining.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Filmstrips: CF/S 5 "Automation" (L.T.I. Career Information Center)	1. Filmstrips	Teacher evaluation of class discussion.
"Automation, What It Is and What It Does" (Coronet Films)	2. Speaker/business and industry.	
Local business and industry.	3. List instances of job obsolescence that require retraining.	
	4. Class discussion.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Given an occupational field, the student will describe the personal and social adjustment necessary to maintain employment.

Curriculum Considerations: Vocational Education

Resources	Activities	Evaluations
Films: "How to Keep a Job" (B.A.V.I.)	1. Student interview with workers on the job.	Teacher will evaluate the student reaction.
"At Home 2001" "Mars and Beyond" "Standing Room Only" (National Association of Manufacturers)	2. Class discussion	
Local business and industry.	3. Speaker	
	4. Films	
	5. Personal experiences	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: b) Given an occupational field, the student will predict some of the new skills that may be necessary to maintain employment.

Curriculum Considerations: Vocational Education

Resources	Activitiss	Evaluations
Filmstrip: FS/R 13 "It's Your Future" (L.T.I. Career Information Center)	1. Student interviews with workers on the job.	Teacher will evaluate the student reaction.
Films: "The Futurists" (National Association of Manufacturers)	2. Class discussion	
"Your Job, Getting Ahead" (Coronet)	3. Speaker	
Local business and industry	4. Films	
	5. Personal experiences	

ADDITIONAL MATERIALS

10 - 12

FILMS

AFL-CIO
"Skills for Progress"

Association Films, Incorporated
"The Big Question, Choosing Your Career"

B.A.V.I.
"Challenge"
"Careers for Girls"
"Draftsman"
"Finding Your Life Work"
"The Secretary: A Normal Day"
"Vocations in Agriculture"
"Your Career in Architecture"
"Your Career in Elementary Education"
"Your Career in Journalism"

Coronet Films
"Choosing Your Occupation"

Counselor Films, Incorporated
"Career Counseling Films"

Doubleday and Company
"Career Series"

Encyclopedia Britannica Films, Incorporated
"Airport"
"Getting A Job"
"Job Opportunities"

Farm Film Foundation
"Dynamic Careers Through Agriculture"

Fergusin, J. G. Publishing Company
"Vocations in Agriculture"

Ford Motor Company
"Automotive Mechanics and Technicians"
"Listen, Listen"

General Electric Educational Films
"Careers in Engineering"

Halewyn Films
Career Series

Hank Newenhouse, Incorporated
  "So You Want to be a Tool and Die Worker"
  "So You Want to Be an Electronics Technician"

Indiana University
  "Hey, What About Us!"

International Film Bureau
  "Astronomer"
  "More Power For the Job"

Jim Dandy
  "A Special Breed"

Modern Talking Picture Service, Incorporated
  "Career Guidance Films"

National Committee for Careers in Medical Technology
  "In a Medical Laboratory"

Roa's Films
  Guidance Filmes

S. L. Film Productions
  "Careers in Art"

Sears Roebuck Foundation
  "Tell It Like It Is"

United Air Lines
  "The Stewardess Story"

United States Department of Labor
  "Jobs in Automotive Trade"

United States Government Film Service
  "The Empty Lot"

University of Minnesota
  "People Who Care"
  "Your Career as a Secretary"
  "Your Career in Nursing"

Vocational Films
  "So You Want to Be" Series

Wisconsin State Employment Service
  "Opportunities in Welding"
  "World of Work"

FILMSTRIPS AND SLIDES

Avid Corporation, Instructional System Division
Employment Opportunities Series

Guidance Associates
"A New Look at Home Economics"
"Choosing a College"
"Choosing Your Career"
"If You're Not Going to College"
"Should You Go To College?
"Your Future in Elementary Education"

Henk Newenhouse
"So You Want to be a Nurse"

Lawren Productions, Incorporated
"Health Careers"

McGraw-Hill Films
See a Job series
World of Work series

Popular Science, Audio Visual, Incorporated
"Careers in Computer Field"
"Careers in Health"
"Careers in Science"
"Civil Service Jobs"
"College and Career"
"Community Colleges and Technical Institutes"
"How to Find a Job for Yourself"
"Jobs in Mathematics"
"New Career Opportunities"
"Your Job Outlook"
"Your Life of Work"

Society for Visual Education, Incorporated
"Foundations for Occupational Planning
"Vocational Decisions"

United States Government Printing Office
"The Promise of Vocational Education"

PRINTED MATERIALS

American Association for Health, Physical Education and Recreation
"Recreation as Your Career"

American Guidance Service, Incorporated
"Guidance Texts and Charts"
"Planning My Future"
"Toward Adult Living"

American Institute of Biological Sciences, Incorporated
"Careers in Biology"

Career Planning Center
"Careers for Liberal Arts Graduates"

Day, John Company
"You Can Work in the Education Services"

Dulton, E. P. and Company
Dulton Career Book Series

Ferguson, J. G. Publishing Company
"Career Opportunities for Technicians and Specialists"
Encyclopedia of Careers

Finney Company
"Find Your Job (Book Series)
"Occupational Guidance"

General Electric Company
"Start Planning Now for Your Career"

General Motors Corporation
"Can I Get a Job? Let's Find Out."

Grosset and Dunlop Publishers
"A Job With a Future in Auto Mechanics"
"A Job With a Future in Computers"
"A Job with a Future in Law Enforcement"

Harper and Row
"Occupational Planning for Women"

Houghton Mifflin Company
"Work Values Inventory"

Institute for Research
Career Research Monographs

McGraw-Hill Book Company
"Careers in Education"

McKnight Publishing Company
"Planning Your Future"

Maine Cooperative Extension Service
"Let's Explore Your Career"

Messner, Julian
"Your Career if You're Not Going to College"

National Association of Manufacturers
"Your Future Is What You Made It"

Nelson, Thomas and Sons
"Careers Outdoors"

Ohio State Bureau of Employment Services
"Choosing Your Occupation"

Penney, J. C. Company
"Job Opportunity" leaflets

Personnel Services, Incorporated
Occupational Abstracts

Random House School and Library Services
"Careers in Depth Library"
"Career Wise" Kit

Regents Publishing Company
"Your Career Selection Guide"

Rosens, Richard
"Aim High Library"
"Turn Yourself On: Goal Planning for Success"
"Your Future in a Changing World"

Science Research Associates
"About You"
"Charting Your Job Future"
"If You're Not Going To College"
"Keys to Vocational Decisions"

Sextant Systems
Open Door Books

United States Government Printing Office
"Apprentice Training"
"Health Careers Guidebook"
"Job Guide for Young Workers"
"New Careers"
"Selected Characteristics of Occupations"

Tapes, Scripts, and Transcripts

Carlton Films
Fifty On-the-Job Interviews

Educational Record Sales
"The World of Work"

Educational Systems for Industry
"The World of Work"

Guidance Associates
"Vocational Interviews"

Imprial Productions
"Careers at Sea"
"Your Future in Sales"

McGraw-Hill Films
"A Man's Work"

Merchandiser Film Productions
"Opportunities in Retailing Span the Centuries"

OTHER MATERIAL

McGraw-Hill Films
Tests: Adjustment, Aptitude, Attitude, and Interest

Valient I.M.C.
Transparencies: "Finding and Holding a Job"
"Guide to Finding a Job"
"The Best Career Choice"

Western Publishing Company, Incorporated
"Game-Life Career"

CAREER DEVELOPMENT GUIDE

MANUFACTURERS RESOURCE LISTING

Abelard Schuman Ltd.
Sixth North 57 Street
New York, NY 10019

Abingdon Press
201 Eighth Avenue, S.
Nashville, TN 37202

Accounting Career Council
Distribution Center
College of Business Administration
Notre Dame, IN 46556

AFL-CIO Film Division
815 16th Street, N.W.
Washington, D.C. 20006

Allyn And Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02110

American Association for Health, Physical Education and Recreation
1201 Sixteenth Street, NW
Washington, D.C. 20036

American Book Company
55th Fifth Avenue
New York, NY 10003

American Guidance Service
Publishers Building
Circle Pines, MN 55014

American Hospital Association Film Library
P.O. Box 309
Madison, WI 53701

American Institute of Biological Sciences, Inc.
3900 Wisconsin
Washington, D.C. 20016

American Music Conf.
332 South Michigan Avenue
Chicago, IL 60604

American Personnel and Guidance Association
1605 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Trucking Association
1616 P. Street, N.W.
Washington, D.C. 20036

Arco Publishing Company, Inc.
219 Park Avenue South
New York, NY 10003

Argus Films
Distributors-Churchill-Wexler Film Prod.
801 North Seward Street
Los Angeles, CA

Association Films, Inc.
600 Madison Avenue
New York, NY 10022

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providen, RI 02914

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, CA 90028

Bobbs-Merrill Co., Inc.
4300 West 62 Street
Indianapolis, IN 46206

Bruce Publishing Company
New York, NY

Bureau of Audio Visual Instruction
1327 University Avenue
P.O. Box 2093
Madison, WI 53701

Career Information Service
Southeastern Regional Vocational-Technical School
250 Foundry Street
South Easton, MA 02375

Career Planning Center
Placement Services
3200 Student Activities Building
University of Michigan
Ann Arbor, MI 48104

Careers, Inc.
P.O. Box 135
Largo, FL 33540

Carlton Films
2870 Bartells Drive
Beloit, WI 53511

Centron Corporation
Dis-Young American Films
18 East 41 Street
New York, NY

The Challenge Reader Series
McCormick-Mathers
300 Pike Street
Cincinnati, OH 45202

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Children's Record Guild
100 Sixth Avenue
New York, NY 10013

Chronicle Guidance
Publications, Inc.
Moraula, NY 13118

Coronet Films
65 East South Water Street
Chicago, IL 60601

Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, PA 19102

Coward McCann, Inc.
200 Madison Avenue
New York, NY 10016

Crowell, Thomas Y. Company
201 Park Avenue, South
New York, NY 10003

Day, John Company, Inc.
200 Madison Avenue
New York, NY 10016

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, IL 60640

Department of Education-California
San Diego County
Audio Visual Service
San, Diego, CA
c/o Henry R. McCarty, Director

Detroit Visual Education Consultants
Detroit, MI

Division of Health Film Library
P.O. Box 309
Madison, WI 53701

Dodd, Mead & Company
79 Madison Avenue
New York, NY 10016

Doubleday and Company
School and Library Division
Garden City, NY 11530

Dowling, Pat Pictures
1056 South Robertson Blvd.
Los Angeles 35, CA

Dutton, E.P. and Company
201 Park Avenue, South
New York, NY 10003

Eastman Kodak Company
Information Films
343 State Street
Rochester, NY 14659

Edu-Craft, Inc.
6475 DuBois
Detroit, MI

Educational Affairs Department
Ford Motor Company
Dearborn, MI

Educational Dimensions
Box 146
Great Neck, NY 11023

Educational Film Library
Associates, Inc.
250 North 57 STreet
New York 19, NY

Educational Progress Corp.
8538 East 41 Street
Tulsa, OK 74415

Educational Reading Service
320 Route 17
Mahwah, NJ 07430

Educational Record Sales
157 Chambers Street
New York, NY 10007

Encyclopedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, IL 60611

Engineering Foundation
Taylor Hall 159
University of Texas
Austin, TX

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, NY 11435

Farm Film Foundation
1425 M Street, N.W.
Washington, D.C. 20005

Ferguson, J.G. Publishing Co.
Sixth North Michigan Avenue
Chicago, IL 60602

Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, CA 90025

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

Firestone Tire and Rubber Co.
1200 Firestone Parkway
Akron 17, OH

Flesch, Gordon Co.
225 North Beltline Highway
Madison, WI 53713

Follett Publishing Co.
1000 North Washington Blvd.
Chicago, IL 60607

Ford Motor Company
Service Training Department
Central Office Building
The American Road
Dearborn, Michigan 48121

Frith Films
1816 North Highland Avenue
Hollywood, CA

Garden City Books (Doubleday)
Garden City, NY

General Electric
Educational Relations Service
One River Road
Schenectady, NY

General Motors, Corp.
Public Relations Staff
Detroit, Michigan 48202

Girl Scouts, Inc.
Visual Aids Services
155 East 44 Street
New York 17, NY

Goodrich, B.F. Company
Akron, OH

Grossett & Dunlop Publishing Co.
51 Madison Avenue
New York, NY 10010

Guidance Associates
of
Pleasantville, NY

Halewyn Films
106 John Street
Toronto, Canada

Harcourt, Brace & Givonnovitz, Inc.
757 Third Avenue
New York, NY 10017

Harper and Row Publishers
2500 Crawford Avenue
Evanston, IL 60201

Harper and Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Harper Row
49 East 33 Street
New York, NY 10016

Hawthorne Books, Inc.
70 Fifth Avenue
New York, NY 10011

Health Careers Program
P.O. Box 289
Madison, WI 53701

Henk Newhouse, Inc.
1825 Willow Road
Northbrook, IL 60093

Houghton-Mifflin Company
666 Miami Circle
Atlanta, GA 30324

Houghton-Mifflin Company
Two Park Street
Boston, MA 02107

Imperial Productions, Inc.
Box 548
Kankakee, IL 60901

Indiana Employment Security
Division
Indiana State Employment
Service
Ten North Senate Avenue
Indianapolis, IN 46204

Indiana University
Audio Visual Center
Bloomington, IN

Institute for Research
537 South Dearborn Street
Chicago, IL

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

Jam Handy, Incorporated
2861 East Grand Blvd.
Detroit, MI 48211

J.C. Penny Company
Educational and Consumer
Relations
1301 Avenue of the Americas
New York, NY 10019

Knopf, Alfred A., Inc.
33 West 60 Street
New York, NY 10023

Lawren Productions, Inc.
P.O. Box 1542
Burlingame, CA 94010

Lippincott, J.B. Company
East Washington Square
Philadelphia, PA 19105

Lyons and Carnahan
Dallas, TX

Main Cooperative Extension
Service
University of Maine
Orono, ME 04473

Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

McGraw-Hill Films
330 West 42 Street
New York, NY 10036

McGraw Hill Books Company
330 West 42 Street
New York, NY 10036

McKnight Publishing Company
Route 66 & Towanda Avenue
Bloomington, IL 61701

Melmont Publishers, Inc.
1224 North Van Buren Street
Chicago, IL 60607

Merchandiser Film Productions
419 Park Avenue
South
New York, NY 10016

Messner, Julian
One West 39th Street
New York, New York 10018

Michigan Bell Telephone Co.
220 North Capital Avenue
Lansing, MI

Michigan Employment Security
Commission
Employment Service Division
7310 Woodward Avenue
Detroit, MI 48202

Minnesota Department of Education
Pupil Personnel Services Section
Private Trade School Unit
St. Paul, MN 55101

Missouri Department of Labor
and Industrial Relations
Division of Employment Security
Box 59
Jefferson City, MO 65101

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, NY 10036

Morrow, William & Company
425 Park Avenue South
New York, NY 10016

Music Educators National Conf.
Washington, D.C.

National Association of
Manufacturers
277 Park Avenue
New York, NY 10017

National Center for Audio
Tapes
University of Colorado
Stadium Building, Room 319
Boulder, CO 80302

National Committee for
Careers in Medical Technology
1501 New Hampshire Avenue. N.W.
Washington, D.C. 20036

Nelson, Thomas & Sons
Copeward & Davis Streets
Camden, NJ 08103

Neubacher Productions
10609 Bradbury Road
Los Angeles, CA 90064

NEWIST
P.O. Box 7711
Green Bay, WI 54303

New York Life Insurance Company
Career Information Service
Box 51
Madison Square Station
New York, NY 10010

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20212

Ohio State Bureau of Employment Services
145 South Front Street
Columbus, OH 43215

Owen, F. A. Publishing Company
Davsville, NY

Personnel Services
P.O. Box 306
Jaffrey, NH

Phoebe Jame Rhythm Records
Box 904
Mentone, CA 92359

Popular Science Audio Visuals
5235 Ravenswood Avenue
Chicago, IL 60640

Putnam's, G.P. Sons
200 Madison Avenue
New York, NY 10016

Random House School & Library Service
201 East 50 Street
New York, NY 10022

Reynolds Metal Company
Richmond 18, VA

Richtext Press
1224 West Van Buren Street
Chicago, IL 60607

ROA's Films
1696 North Astor Street
Milwaukee, WI 53202

Rosen, Richard Press, Inc.
29 East 21 Street
New York, NY 10010

St. Paul Public Library
90 West Fourth Street
St. Paul MN 55102

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Scribner's, Charles Sons
597 Fifth Avenue
New York, NY 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, IL

Sextant Systems, Inc.
(A.L.P. Pub)
3048 North 34 Street
Milwaukee, WI 53210

Silver Burdett Company
Park Avenue & Columbia Road
Morristown, NJ 07960

S.L. Film Productions
5126 Hartwick Street
Los Angeles, CA 90041

Society for Visual Education, Inc.
1345 Diversey Packway
Chicago, IL 60614

Steck-Vaughn Company
Auston, TX

Troll Associates
East 64 Midland Avenue
Paramus, NJ

United World Films, Inc.
221 Park Avenue South
New York, NY 10003

University of Minnesota
Department of Audio-Visual Extension
2037 University Avenue S.E.
Minneapolis, MN 55455

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base,
Texas 78148

U.S. Army
Army Opportunities
Hampton, VA 23669

U.S. Government Film Service
U.S. Office of Education
DuArt Film Laboratories
245 West 55 Street
New York, NY 10019

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Valient Incorporated
237 Washington Avenue
Hackensack, NJ 07602

Visual Education Consultants
2066 Helena Street
Madison, WI 53701

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Vocational Guidance Manuals
235 East 45 Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

Wallace Puppet Films
Dis Athena Films
165 West 46 Street
New York 19, NY

Watts, Franklin
575 Lexington Avenue
New York, NY 10022

Wisconsin Department of Public
  Instruction
126 Langdon Street
Madison, WI 53702

Wisconsin State Employment Service
Occupational Analysis Field Center
310 Price Place
Madison, WI

Wisconsin State University
Film Library, A-V Center
La Crosse, WI 54601

World Book Encyclopedia
Merchandise Mart Plaza
Chicago 54, IL

World Publishing Company
2231 West 110 Street
Cleveland, OH 44102

Young America Filmstrips
c/o McGraw Hill Book Company
330 West 42 Street
New York, NY 10036

Youth Education Series
P.O. Box 592
Stamford, CT

CAREER DEVELOPMENT TERM DEFINITIONS

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

2. Adaptability - The quality of being able to adjust one's self to changing expectations within an occupation.

3. Adjustment - The process of personal modification which one must accept as part of the changing world.

4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand.

5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in behavior.

6. Avocational - An activity pursued in addition to one's work mainly for employment (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

7. Behavioral Objective - Useful objectives take the form of statements of observable, terminal behavior.

8. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

9. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

10. Career Development - A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

11. Chain of Command - Order of authority with respect to job positions.

12. Community - Body of individuals organized into a unit linked by common interests -- (society at large - people in general.)

13. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

14. Conditions - Circumstances which exist as a result of modifying factors (for example: the unemployment rate and its relationship to government spending.)

15. Decision Making - Determination arrived at after consideration.

16. Decision Making Process - Act of deciding upon an occupational course of action in a systematic way.

17. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral intellectual and personal values.

18. D.O.T. - "Dictionary of Occupational Titles" Comprehensive occupational information resource published by the U. S. Government.

19. Economic Structure - The arrangement of the economic components making up the free enterprise system.

20. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

21. Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

22. Employment Trends - General direction, development and movement of jobs which includes:

    (1) Whether workers are currently in demand
    (2) Whether employment is expected to increase or decrease
    (3) What the main factors are which can influence the growth and decline of the occupation.

23. Entry Level - Self Explanatory

24. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

25. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives.

26. Extrinsic - The easily identifiable and extraneous features of occupations.

27. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements.

28. Frame of Reference - Viewing a particular item from a personal point of view.

29. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

30. Horizontal Mobility - Movement of an individual from one position to another within the same strata. (e.g. mason-painter).

31. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self fulfillment.

32. Industry - A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services, and sources of income.

33. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees.

34. Interdependency - Mutual dependence on one another.

35. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

36. Interplay - Mutual action or influence - describes a reciprocal relationship.

37. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

38. Job - Employment undertaken for renumeration involving specific duties.

39. Job Description - Descriptive statement of account giving properties of a particular job.

40. Job Family - Employment related through common enterprise. (example: food services).

41. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

42. Job Level - Position of a specific job based on achievement, importance and value.

43. Job Requirements - Specifics needed to satisfy a particular area of work.

44. Learning Activities - Those teaching strategies identified to implement topical areas.

45. Learning Outcomes - Those achieved knowledges obtained.

46. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology.

47. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.

48. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept.

49. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

50. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

51. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.

52. Occupational Fields - Areas of vocations in society.

53. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement patter, existing and predicted supply of and demand for workers, and sources for further information.

54. Occupational Level - Position of an area of work based on achievement, importance and value.

55. Performance Objective -

    (a) Describe the conditions under which the student is expected to exhibit the terminal behavior.
    (b) Suggest the kind of evaluation necessary to determine whether students achieve the objectives.
    (c) States the teacher's criterion of student success with terminal behavior.

56. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

57. Personal Needs - Relating to a particular person in a private manner--must be met through his occupational choice.

58. Phase - A stage or interval in a development or cycle.

59. Professional Occupations - Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation.

60. Psychological Demands - Components related to mind and emotions.

61. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

62. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

63. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc. so that a realistic decision and choice can be made.

64. Sequential - Used to describe the continuous and consecutive phases of the career development process.

65. Service Occupations - Work which meets the needs of the public.

66. Significant Adults - People who through affedtive interpersonal relationships influence the career choice of others.

67. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

68. Social Needs - Needs of society which are met through people working in occupations necessary for the sustinence of that society.

69. Specialization - Quality or state of being specialized for use or employment in special line of work.

70. Stage - Period or step in a process, activity or development.

71. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

72. Technology - Application of scientific principles to industry.

73. Topic - Specific teaching content which enables the implementation of stated objectives.

74. Values - Standard of judgement accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

75. Vertical Mobility - Movement between jobs considered to have different status.

76. Vocation - Implies a dedication or long term commitment with a high level of requirements, rewards and expectations.

77. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.

78. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

79. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.